

# PREMIUM

B1 level | Teacher's Book

Recipe for success



A special event

Shop



Home comforts



City life



15



Communication

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# Home comforts

## Premium | Unit 01

### Preview

**Vocabulary:** housing; weather; the home

**Grammar:** present tenses; countable/uncountable nouns.

**Reading:** prediction; reading for specific information; short answers (SfL); guessing meaning from context

**Listening:** listening for specific information; multiple choice (PET Part 1); gap-fill (PET Part 3); listening to identify opinions

**Speaking:** describing a picture (PET Part 3); extended speaking (Trinity ISE/GESE; SfL); expressing opinions

**Pronunciation:** sentence stress

**Writing:** a blog (PET Part 3; ISE letter; SfL letter); checking and correcting your work

**Additional materials:** an example of a blog – online or a printed copy

### Introduction | page 7

#### Cultural information

'Home comforts' refers to those things you have at home that make you feel comfortable and relaxed, such as home-cooked food, a comfortable bed, etc.

Ask students to look at the title of the unit and explain the meaning to them. What home comforts do they miss when they are away from home?

- 1 Ask students to look at the photos and discuss which pairs match. Elicit answers and ask students to give reasons for their choices, e.g. *I think Picture c goes with Picture f because both the inside and outside are very colourful.* See what vocabulary you can elicit as they do this, e.g. *modern, traditional, light, colourful, wooden, simple.*

Key a and e; c and f

#### Cultural information

Pictures a and e show the exterior and interior of a Swiss chalet. This is a wooden house built in a mountain area. It usually has a roof with very steep sides to prevent snow from settling too heavily. Pictures c and f show the interior and exterior of a house in Cuba. Cuba has a tropical climate and the houses are usually very colourful. There are shutters to keep out the heat of the day. Picture b is the interior of a Japanese house. Rather than using beds, the Japanese traditionally roll out mats to sleep on at night, putting them away in the morning. Picture d is the exterior of a typical British house. Most larger houses will usually have a front and back garden as gardening is an important British hobby.

- 2 Direct students to the words in the Exam Reviser. Use the pictures to check their understanding. Then ask students to discuss the questions in pairs or small groups.

### Exam reviser

p4 | 1.1

Ask students to add any additional words they have used to describe the houses to the Exam Reviser. The Exam Reviser is intended to be used in a variety of ways:

- to build students' vocabulary, offering an extension to vocabulary covered in the unit
- as a personalised vocabulary notebook where students can note down words from the unit plus any they themselves have provided
- as a resource for class activities – to help with vocabulary for a speaking or writing activity
- as a review activity, either between classes or in a regular slot at the beginning or end of a class
- as a resource for early finishers who could use the Exam Reviser to review vocabulary from earlier lessons
- as a record of what has been studied which students can refer to when preparing for an exam.

### Optional extra 5–10 minutes

Ask students to write two paragraphs describing the inside and outside of their houses. They should use the vocabulary in the Exam Reviser to help them.

- 3 Ask students to imagine that they have been invited to dinner in the British house pictured.

Check that they understand key vocabulary: *greet, guest, host.*

Elicit a few sentence starters and write them on the board, e.g. *I think you should ...; It's a good idea to ...; It is rude to ...; You don't need to ...*

Put students into small groups and ask them to discuss the questions.

Discuss as a class and give students any useful information from the textbox below.

### premium plus 01

#### Cultural information

If you are invited to a British home for dinner, you should generally arrive ten minutes late or exactly on time but never early.

It isn't usual to kiss your hosts when you arrive unless you know them well. Kissing is more usual among the younger generations.

With older people a handshake may be appropriate, but is considered quite formal these days. (*appropriate*)

You should probably bring a small gift such as flowers or something to drink.

It is polite to offer to help, but your offer will probably be refused.

- 4 Either (if you have a monolingual group)

Put students into groups and ask them to draw up a list of dos and don'ts for a guest in their country. Remind them to use the sentence stems from Exercise 3.

Ask each group to present their list to the class or to another group. They should listen to each others' suggestions and agree or disagree.

Or (if you have a multilingual group)

Ask students to work individually to draw up a list of dos and don'ts for a guest in their country. Remind them to use the sentence stems from Exercise 3.

Put students into small groups and ask them to present their lists to each other. They should listen and find similarities and differences.

Then ask them to briefly tell the class what they found.

## Listening | page 8

- 1 R.02** Encourage students to look at the pictures first and describe what they show. Check they have the necessary vocabulary, e.g. *snowy*, *sweater*, *T-shirt*, and know how to say different times.

Tell students that they are going to listen to four international students and that they must choose the correct picture in each case.

Play the recording.

Let students check their answers together and play again if necessary.

### R.02

**I = Interviewer, J = Jorge, R = Rosa, Y = Yalda, Ja = Jan**

- I:** We asked four international students living in Britain what they found most different from life in their countries. Jorge, you're from Brazil, aren't you? What did you find a bit different or strange when you came to the UK?
- J:** Well, in my country people are a lot more relaxed about time. You know, if you arrange to go round to someone's house about eight, you'll probably get there about nine-thirty, or even ten. But here, people tend to arrive by half-past eight at the latest. And they really mind if you're late.
- I:** What about you, Rosa?
- R:** I think the weirdest thing for me is the way it gets dark so early in the winter and stays light so long in the summer. This week it was only light from eight until four, but in the summer it can be light from about four in the morning until nine at night. I'm from Ecuador, so we don't have this at all. It always gets light about six and then dark about six in the evening. And then there's the weather ...
- I:** Yes, what about the weather? Did you find the weather very different from the weather in Iran, Yalda?
- Y:** Well, most people think of Iran as a hot country. Of course, it is often very hot in the summer, about forty degrees, and it's nearly always sunny. But in the winter it's quite like Britain. Sometimes it's overcast and wet, and sometimes it's really cold with frost and even snow.
- I:** What does anyone else think about the British weather? Jan?
- Ja:** Well, it's no wonder everyone talks about it all the time. It's so changeable. Yesterday it was foggy and about eight degrees in the morning and sunny and about twenty in the afternoon. I never know what to wear. Yesterday I was wearing a sweater and felt too hot, today I'm wearing a T-shirt and I'm cold. I guess the best thing might be to wear both! That's what I'll do tomorrow.

### Teaching Tip

Encourage students to look at the pictures and questions carefully before listening. This will prepare them to get the most out of the first listening. They will be able to hear the recording twice, so they should try to answer the questions the first time and use the second time to check their answers.

**Key** 1: C 2: A 3: C 4: B

### Optional extra 5–10 minutes

Elicit some examples of things that these four students have found different in Britain from in their own country, e.g. *Jorge has found that people in Britain are more worried about being on time.*

Ask students to discuss what else they have found or would find different in a foreign country, e.g. *shops, transport, food, clothes.*

## Vocabulary | page 8

- 1** Ask if students remember the words Yalda used to describe the weather in recording 02 (*hot, sunny, overcast, wet, cold, frost, snow*).

Copy the table onto the board and ask students where these words should go.

Ask students to add more words to each column.

Feed back as a class and compare students' suggestions with those in the Exam Reviser. Encourage students to add any extra words they have provided to the table.

**exam reviser** p4 1.2

As students note new words in the Exam Reviser, ask them to check the meaning and pronunciation of new words with each other. Monitor as they do this and check any difficult words with the whole class.

**workbook** p6 Exs 1–2

### Optional extra 5–10 minutes

Write the words *stop* and *go* on the board. Ask students to pronounce them (model and drill if necessary) and explain that the letter 'o' can be pronounced in different ways. These are the most common ones and are also known as short and long 'o', represented by phonemic symbols /ɒ/ and /əʊ/.

Write these words on the board and ask students to divide them into two groups – short 'o' /ɒ/ and long 'o' /əʊ/: *hot, cold, frost, snow, foggy, overcast.*

Explain these rules or tendencies:

- The short vowel is often used in CVC words (consonant vowel consonant), e.g. *hot, fog* and before a double consonant in two-syllable words, e.g. *foggy*.
- An 'e' on the end of a word will make the vowel sound long, e.g. *hop – hope*.
- If the long 'o' is at the end of a word, the most common spelling it is '-ow', e.g. *snow*.

Dictate these words and ask students to write them in two columns as before (note that the words have been chosen not to be immediately familiar to B1 students): *shadow, rod, widow, dock, rose, stone, hopping*.

Then ask them to discuss how the words given follow the rules.

- 2 Draw students' attention to the possible sentences starters: *It's .../There's ...*

If the students are from different countries, they can tell each other about their countries. If they are from the same country, they could talk about different regions within the country.

Refer students to the Exam Reviser for useful vocabulary.

- 3 Ask students to discuss typical weather in the countries listed or any other countries which offer some contrast.

### Optional extra 5-10 minutes

Ask students to work in pairs and choose three of the locations in Exercise 3.

Then ask them to individually think of three essential items they would pack for each location, taking account of the likely weather and climate.

Students can then compare their ideas in their pairs, giving reasons for their choices.

If time allows, ask each pair to agree on three things for each location between them.

### Optional extra 5-10 minutes

Put students into groups of four or five and give each one a different location around the world.

Ask them to find out about the current weather conditions in these places, using a newspaper or the Internet.

Tell them to prepare a short presentation on what they have found.

E.g. In Brasilia at the moment it is very dry and quite hot. During the day it's sunny with temperatures of about twenty-five degrees. At night the temperature can drop to about twelve degrees though.

In the next class, ask students to report back to the other students in their group.

## Grammar | page 8

- 1 If possible, show students an example of a blog online or printed out.

Establish what a blog is and ask students if anyone reads or keeps a blog. Why do they think people enjoy reading blogs?

### Cultural information

A blog (short for *weblog*) is an online diary or log. on a website. It usually contains a person's personal experiences or opinions and often has links to other places on the Internet. Increasingly politicians and pop stars are using blogs to keep in touch with the public.

- 2 Ask students to read the blog quickly to find out the answers to the questions.

Ask students if they would like to go and live in Japan, or another country, for a year.

- Key  
1: So that her friends and family can find out about her new life  
2: She likes the views from her house, the city itself, her new friends and Japanese food. She misses her home and she thinks it's strange to eat fish for breakfast.

### Teaching Tip

Explain that we can read differently depending on the aim of our reading. Sometimes it is important to read every word of a text very carefully, to extract a complex meaning. However, often it is sufficient to 'skim' a text – look through it quickly to get a general idea.

- 3 Ask students to look at the examples of the present simple and discuss which examples describe repeated events or general facts.

Check answers and refer them to the grammar reference on page 153. If you feel that students need more support, you could ask them to read through this in class and check understanding.

- Key  
1 Repeated events: I take; I try; I don't ... understand; I eat  
2 General facts: I study; The house stands; I like; I miss; I know; I love

- 4 Follow the procedure in Exercise 3 for the examples of the present continuous.

Draw two timelines to contrast the slightly different uses of the present continuous.



Refer students to the grammar reference on page 153 if necessary.

- Key  
1 At the time of writing: I'm living; I'm writing; I'm staying; It's raining  
2 Around now: I'm meeting; I'm trying

### Grammar note

We generally use the present continuous to refer to something which is taking place for a limited period of time, including the moment of speaking. However, the event is not necessarily taking place at the moment of speaking.

- 5 Ask students to decide which verbs used in the text are not usually used in the present continuous. Establish that these are 'state' verbs. They refer to states rather than actions.

- Key  
like, love, know, understand

- 6 Ask students to decide which of the verbs in the box are also state verbs.  
Look at the grammar note and explain that some verbs can be used with both verb forms, but that the meaning changes.  
E.g. *I have a large house* (possession – state) *I am having a cup of tea* (drinking – action).  
Refer students to the grammar reference on page 153 as before.

Key like, want, believe, know, belong, hate, mean, love, understand

- 7 Look at the example with students. Ask them if the verb is a stative verb.  
Ask them to find mistakes in some of the other sentences and correct them.  
Go through the answers as a class, checking students understand the reasons that some are incorrect.

Key  
3: He is ~~knowing~~ **knows** a lot of people.  
4: Every year he's ~~singing~~ **sings** Happy Birthday to her.  
5: What ~~are you wanting~~ **do you want** for your birthday?  
8: I'm ~~thinking~~ **think** English is quite easy.

- 8 Ask students to look quickly at the text and tell you Joe's nationality and where he is currently living (British, Belo Horizonte).  
Ask students to complete the blog with the correct form of the verb.  
Go through the answers as a class. Make sure that spellings are correct.

Key  
1: speak 2: am spending 3: lies 4: don't like 5: think  
6: doesn't rain 7: is starting 8: is beginning 9: like

### Vocabulary development

Look back at Janette's blog and focus on the word she uses to describe the view (*fabulous*).

Give students 2 minutes to brainstorm other strongly positive adjectives, e.g. *fantastic, wonderful, perfect, marvellous, amazing*.

Write their ideas on the board and check pronunciation.

Give students the following phrases which can be used in the same way.

*The house is ... out of this world/a dream come true.*

Model the words and phrases using appropriate intonation.

E.g. *It was <sup>↑</sup>wonderful.*

Tell students they should use *absolutely* as an intensifier with these strong adjectives, **not** *very*.

Put students into pairs and ask them to tell each other about their last holiday. They should try to be very, very enthusiastic about the place, the food, the things they did and saw, the people, etc.

- 9 Model the activity for students by telling them about someone you know well. See if they can use the points to remember what you said.

Give them a few minutes to plan what they are going to say. Make sure they understand they should be using present simple to talk about regular activities or general facts, and present continuous to talk about temporary activities or those taking place at the moment.

Ask students to tell each other about their person.

Monitor and note any errors. Ask the class to help correct them without saying who made them.

### Learning Tip

The beginning of a course is a good time to start a blog or diary. You could make reviewing the diary part of your regular classroom practice, giving students some time to edit and make corrections and encouraging them to read each others' work.

premium plus 02

workbook p6 | Exs 1-3

## Writing | page 9

- 1 Tell students that they are going to read another short blog entry.  
Ask them to find examples and check that these show the correct use of the present simple and present continuous.  
2 Look at the first mistake in the blog (*I am coming from Warsaw*). Check that students understand why this is incorrect (it's a permanent state, not a temporary activity).  
Ask students to try and find six more mistakes.  
Check answers as a class, asking students to explain why the mistakes are incorrect.

Key  
\* I ~~am coming~~ **come** from Warsaw  
We ~~are not having~~ **do not have** any children yet  
I ~~am not understanding~~ **do not understand** everything she says  
I ~~am liking~~ **like** the classes  
\* At the moment we ~~study~~ **are studying**  
so I ~~meet~~ **am meeting** a lot of new people

- 3 Ask students for ideas on what you could put in a blog (*your daily life, your opinions, comments on the news, etc.*).  
Tell students to write a short blog entry. This could involve introducing themselves to the reader.  
Either get students to check their own work, or ask them to work in pairs to check it.  
Ask students to read the skills box and remind them of the importance of learning to edit their own work. This is a vital skill in any writing exam or in the preparation of a portfolio. Get examples from the students of their 'favourite' mistakes and ask them to watch out for these over the coming weeks. Common problems include:

- prepositions
- articles
- confusing similar words, e.g. *their/there, its/it's*



### Optional extra homework

Ask students to look at the blogs of some famous people and write a blog entry as if they were a famous person. They should write 1–2 paragraphs. Tell them not to mention the name of the person.

#### Either

Ask students to read their blogs aloud. The other students should listen and guess the identity of the famous person.

Or (if you have more space for mingling)

Number the blogs and put them up around the wall. Then ask students to go round and read them.

## Reading | page 10

- 1 Ask students to look at the photo and discuss the questions, e.g. A yurt is probably a kind of tent. I think it would be a bit cold and uncomfortable.

Look at the skills box with the students. Explain to students how the ideas they have in Exercise 1 will help them when they read as they can compare their ideas with those in the text.

### Cultural information

A yurt is a circular, wooden framed tent, used by nomads in Siberia, Mongolia and Turkey. Living in a yurt is becoming more popular as an alternative life-style in Britain (a way of living that is different from the norm).

- 2 Explain that you do not want students to try to understand every word, but simply to find the advantages and disadvantages.

Set a time limit of 3–4 minutes for them to read and find advantages and disadvantages.

**Advantages:** can be very close to nature; can just pick it up and move if they like

**Disadvantages:** very small; lets in a lot of noise

- 3 This time students can read the text more carefully, but they should still be selective, reading only what they need to in order to answer the questions.

Ask students to look at the skills box. It helps to identify the part of the text where they think the answers are to be found before they read for the second time. For example, there is information about the size of the yurt in the second paragraph. At this level, students may still be trying to read word by word and should be encouraged to develop different reading strategies, depending on the task.

1: C 2: kitchen, sitting room, dining room, office, bedroom, bathroom and nursery 3: dining table, bath, wood-fired range, bed linen, crockery, wind-up radio 4: They have electricity to light it and use a wood-fired range to heat it (and the water). 5: It has been particularly cold.

- 4 Ask the students to discuss the questions together.

### Optional extra 5–10 minutes

On the board, write: *a mansion, a small island, a boat, a tower block.*

Check that students understand the vocabulary.

Put students into pairs or small groups to think of three advantages and disadvantages of living in each place.

Discuss briefly as a class and take a vote on which one appeals most or least.

- 5 Do the first question with students as an example. Show them how to use the context to guess the meaning. For example, in question 1, the answer is unlikely to be *small* because the context clearly needs a positive word to contrast with *but it didn't feel quite right for us*.

Ask students to complete the remaining questions.

As you check the answers, ask students to explain why they chose the words.

**Key** 1: A 2: B 3: B 4: A 5: A 6: A 7: B 8: A

### Teaching Tip

Where possible, encourage students to guess the meaning of unknown words in a text before reaching for their dictionary or asking you. This will help to develop autonomy.

## Vocabulary | page 11

- 1 Refer students to the photo of the yurt on page 10 and ask them to find all of the items mentioned.

Check any possible confusions, e.g. *saucepan* and *frying pan* (a *saucepan* is deeper and used for liquids, a *frying pan* is shallow and used for frying), *rug* (smaller than a carpet, which usually reaches right to the edges of a room). Also check any pronunciation or spelling difficulties, e.g. *cupboard* /'kʌbəʊd/, *mirror* /'mɪrə/, *ceiling* /'siːlɪŋ/.

**exam reviser** p5 1.3

Ask students to put the items into the correct rooms.

They should then compare their answers. There may be some disagreement.

Clarify any confusions, e.g. *sink* (in a kitchen) and *wash basin* (in a bathroom); *wardrobe* (for hanging up clothes) and *cupboard* (for general storage).

- 2 Put students into pairs or small groups to discuss where in the house they would do things. This will elicit their knowledge of rooms in the house.

In feedback check knowledge of words for different rooms and different names for the same room, e.g. *lounge*, *sitting room*, *living room*.

**Possible answers:** write a letter – office; eat dinner – dining room; hang up your coat – hall; wash clothes – utility room/ kitchen; keep things you don't need all the time – cellar/attic

### Optional extra 10 minutes

Tell students that you are going to read them a text about student accommodation at a University in Norway.

Divide the class into groups of three: As, Bs and Cs. The As should listen and write down any words that they think are rooms. The Bs should do the same for furniture and the Cs for household items.

*The student village is just outside the city centre, about a ten-minute walk from the campus. Each apartment is divided into four rooms, so you will share the kitchen and bathroom with three other students. We will try to ensure that you share with some Norwegian students to help you learn the language. In each kitchen there is an oven and a fridge, but you will need to bring your own pan, cups, glasses and cutlery. The rooms are about nine square metres and have a sofa-bed, desk, reading lamp and bookshelf. There is a built-in wardrobe. You will need to provide your own bed linen.*

Ask students to compare the words they have written down in their ABC groups and to check the spelling. This should encourage some peer teaching.

Read the text again if necessary.

Elicit the words onto the board and check spelling and any issues with meaning, e.g. *sofa-bed* and *cutlery*.

workbook p1 Exs 1-3

## Grammar | page 11

- 1 Check that students understand the basic meaning of countable/uncountable (something you can/cannot count, e.g. *apples/water*).

Ask students to discuss together if they think the words in the box are countable or uncountable.

Feed back as a class, checking the different meanings of those that are both C and UC.

**Countable:** mirror, cushion, armchair, microwave, picture, bucket, pillow, towel, sofa, candle, television, window, saucepan, rug, stool, computer, plate

**Uncountable:** electricity, hot water, firewood, furniture, food, crockery

**Both:** iron, noise, light

- 2 Ask students to try to complete the grammar note.

Monitor and clarify any difficulties as a class.

Check that they understand that countable nouns can be singular or plural whereas uncountable nouns always take the singular form.

Refer students to the grammar reference on page 153 if necessary.

**Countable singular:** a, a

**Countable plural:** some, any

**Uncountable:** some, any

- 3 Ask students to complete the description using the words in the box.

For each answer, ask students if the nouns used are countable or uncountable.

Key 1: some 2: are 3: is 4: is 5: are 6: any 7: some 8: are 9: isn't 10: is 11: is 12: isn't 13: any

- 4 Tell students that they are going to describe a room in the same way as in Exercise 3, using *There is .../There are ...*

Put students into pairs, A and B, and tell them that they need to describe their picture carefully so that their partner can find eight differences.

Tell them to turn to the correct page and describe the picture of the bedroom.

- 5 Repeat the procedure in Exercise 4, swapping roles and using the pictures of the kitchen.

While students are working, note down any errors with countable/uncountable nouns to be corrected as a class at the end.

workbook p4 Exs 1-4

### Exam Tip

This activity is also useful practice for the PET Speaking Part 3, where students have to describe a picture in detail.

### Optional extra 10 minutes

Ask students to write a short text about their room at home, their classroom or their office/place of work. They should write 6-7 sentences.

Tell them to check each other's work and monitor while they do so.

If you have time, you could select some sentences from students' work and write them up on the board with appropriate gaps (as in Exercise 3). Students would then copy them down, completing with *is/are, isn't/aren't, some or any*.

### Teaching Tip

Using students' own work as material in this way can provide you with a useful extra activity that requires no preparation.

## Speaking | page 12

- 1 Tell students that they will need to do some preparation for extended speaking.

Model the note-writing activity on the board. Demonstrate how they should not try to write whole sentences, just words and ideas:

*Favourite room*

*sitting room/lots of space/green - very restful/comfortable sofa*

Give them a few minutes to make their own notes.

Remind them that they will need to be ready to ask their partner questions at the end, so they should listen carefully.

*conservatory = green house*

- 2** Put students into pairs and give each student 1–2 minutes to talk. Ensure that this does not become a conversation. If this happens, remind them that they should be trying to speak for 1–2 minutes on their own.
- Give students another few minutes to ask and answer questions before changing roles.
- To conclude, ask a few students to tell the class something interesting that their partner said.
- Ask students to read the skills box and think about why it is important to keep their notes short (this is not a writing but a speaking activity, the notes are to act as prompts).

**premium plus 03**

## Exam information

For ESOL Skills for Life Speaking and Listening Entry 3 and the Trinity ISE I and GESE exams, students will need to be able to talk for an extended period from notes. This will be 1–2 minutes for SFL and for ISE I and GESE candidates are expected to take extended turns within a 5-minute interaction with the examiner.

## Listening | page 12

- 1** Ask students to try to match the pictures and words.
- With more able students, ask them to cover up the words and try to say what type of home each picture shows. They can then look at the words to check their ideas.
- Check answers and see if students can give you any further words for houses/homes.

**Key** A: semi-detached house B: bungalow C: flat  
D: detached house E: terraced house

**exam reviser p4 | 1.1**

- Refer students to the Exam Reviser and ask them to add any extra words.
- Check that they have any words they need to refer to common types of housing where they live.
- 2** Tell students about your type of home and what you think the advantages and disadvantages are.
- Give them 2–3 minutes to think about the type of home they live in and make notes about the advantages and disadvantages.
- Put students into small groups and ask them to share their information.

**premium plus 04**

- 3 R.03** Set the context for the listening. Remind students that they do not need to understand everything. They just need to identify the types of homes mentioned.
- Play the recording and check answers.

### R.03

Welcome to Marlberry Village. Before we begin the tour, I would like to tell you a little about the village, and the different kinds of accommodation you could buy.

The village is laid out in beautiful parkland, around the original Victorian Marlberry Hall. It is about a twenty-minute walk from the centre of Bedford, the nearest town. Buses run frequently from just outside the village.

Accommodation includes two- and three-bedroom houses, bungalows and flats, so there is a range of different property types within the village. There are ninety properties in all. Whatever kind of property you want, we probably have it.

Our first type of accommodation, the Farmhouse, is an extremely attractive bungalow with an open-plan kitchen and a sunny conservatory, which can also function as a dining room. Next to this is a sitting room that also leads onto the conservatory. The master bedroom has its own bathroom, and there are two additional bedrooms which can be used for guests or as a study. There is also a garage, with an electrically-operated door, which can be accessed from within the house.

Or, if you prefer a flat, there is the Ravenscourt development. A neat and comfortable two-bedroom flat. The kitchen is fully-fitted, with built-in fridge freezer, dishwasher and oven. Then there is a dining room, sitting room, master bedroom with its own bathroom, and a second bathroom for guests. The entrance door to your flat is private and there is a garage nearby, with an electrically-operated door, which provides secure parking. Finally, if you would like more space, there is the Sandor, a spacious detached two-storey house. The large farmhouse kitchen is the biggest room, suitable for dining as well as cooking. Then the master bedroom, with its own bathroom, is also on the ground floor. This allows the owners to live entirely on one floor, with two further bedrooms and bathroom upstairs for guests. Again, there is a separate garage, with electrically-operated doors.

**Key** two- and three-bedroom houses; bungalows; two-bedroom flats; (detached) two-storey house

- 4** Refer students to the listening skills box and ask them to read through the text. They should try to identify what kind of information they are looking for, e.g. for question 1 they will need a distance.

Play the recording again. Let students check answers together.

Play the recording again for students to check their answers.

**Key** 1: twenty-minute walk 2: bungalows 3: ninety 4: dining room  
5: three 6: two 7: private 8: two bedrooms

## Exam information

This is an example of a PET Listening Part 3. It tests the ability to pick out specific information from the text. Students will have the opportunity to hear it twice.

- 5** The aim here is to get students' general impressions of the place before they read further. They are likely to have a positive impression. Elicit examples of what they like about the place. E.g. *set in parkland but not too far from the town, en-suite bathrooms, not too large an estate.*

## Vocabulary development

Ask students to look at the audioscript and underline adjectives that are used to describe the houses (*attractive, sunny, neat, comfortable, spacious*).

Then ask students to think of opposites for each word, e.g. *unattractive/ugly, dark/dingy, untidy, uncomfortable, cramped*.

Give students any words they were unable to think of and check understanding and pronunciation as a class.

Then ask them to use the words to describe the pictures on page 7.

- 6** Ask students to read the text to find the answers to the questions. Check that they understand the meaning of *conditions*.

Key

1: It is a child-free village. 2: You have to be over fifty with no dependent family and you must sign a contract agreeing not to sell property to anyone with children.

- 7** Give students an opportunity to respond to the text and share their opinions. How would they feel about living in a place with no children?

- 8 R.04** Look through the opinions 1–5. Pre-teach any unknown vocabulary, e.g. *banned, obsessed, mess*.

Ask students to listen to the recording and match the speakers with the opinions.

Try to get students to give reasons for their answers. Look at how opinions have been paraphrased:

1 Doesn't believe that it is right for children to be banned from a community.

E I'm sorry, but no one has the right to exclude children from any neighbourhood.

### R.04

- A Everywhere you go today it is children and their needs that come first. They are noisy, messy and destructive – and the worst of it is you can't do anything about it. We no longer have the right to correct the behaviour of other people's children. I have to put up with badly-behaved children in restaurants and parks. I want my neighbourhood to be free of that.
- B I am tired of listening to parents talking about how intelligent their kids are, the problems of finding a good school, the cost of childcare, and so on. I don't think I noticed how much kids dominate the conversation until I started living among people who don't have any. As soon as I moved in, I felt I belonged. No one thinks it strange that I don't have a husband or children. I moved here from the west of Scotland and it was the best thing I ever did. I have nothing against children, it's their parents I can't stand!
- C It's like Britain when I was a boy, when people were polite and respectful. If a stranger comes into the village, everyone notices. The 'no children' rule is the main reason people move here, but I also like the fact that there are other rules, too. They all help to ensure we can live together peacefully. No more than three adults to each house; no more than one cat and one dog; no starting car engines after 9 p.m. or before 7 a.m.; no hanging washing outside; no commercial vehicles parked in the village ...

- D I'm sorry, but no one has the right to exclude children from any neighbourhood. Such communities should be challenged under the Human Rights Act. If nothing else, it encourages people to believe that all children are nuisances and criminals. If we are all separated into our own age groups, we will never learn to get along as a community. We need each other.
- E I'm not too bothered by the noise that children make, but I like the idea of there being other people of my own age about because we will have a lot in common. It means I can always find someone to play golf with, or have a quiet drink. So many people today are in such a rush and don't have time for these things. People seem to have more time here.

Key

1: D 2: B 3: C 4: E 5: A

## Functions | page 13

- 1** Ask the class the question. If possible, think of specific examples of gated communities in your context.
- 2** Ask students to look at the opinions and discuss which ones they agree or disagree with.

exam reviser p16

Ask students to add the phrases giving opinions to the list in the Exam Reviser.

- 3 R.05** Ask students to try to predict which words are stressed in the phrases.

Students listen and compare their ideas. Note that three of the phrases have a stress on *I* or *me*, which is logical in giving a personal opinion. However, *I can't help thinking* does not usually follow this pattern.

Play the recording for students to check their answers.

### R.05

- 1 As I see it, it is much safer living in a gated community.
- 2 I can't help thinking that it isn't a good idea to physically separate rich and poor people.
- 3 I think that it's more about living with similar people than being safe.
- 4 If you ask me, people have a right to protect themselves.
- 4** Divide the class into As and Bs. Encourage students to use some of the opinion language in Exercise 3 as they discuss their ideas.

## Speaking | page 13

- 1** Put students in groups and ask them to imagine they are designing a gated community for themselves. They should decide what features they would like it to have. Pre-teach any unknown vocabulary, e.g. *security, residents, policy, caretaker*.
- 2** Let students present their ideas to the class or to another group and then discuss any differences of opinion.



# Language Review | page 14

## Grammar

- 1** Quickly review the different uses of the present simple and present continuous.  
Do the first question together with students.  
Ask students to work individually to choose the correct alternative in the remaining sentences.  
As you go through the answers, check that they understand the reasons for each choice.

**Key** 1: snows 2: are you doing 3: isn't raining 4: do you speak  
5: is studying 6: am staying 7: know 8: am cleaning 9: plays  
10: isn't working

- 2** Do the first question together with the students.  
Ask students to work individually to complete the sentences.  
As you check the answers, make sure that students are able to spell the continuous forms.

**Key** 1: likes; speaks; doesn't understand 2: am wearing 3: is moving;  
is painting; wants 4: is making 5: is raining; do not have  
6: is shining; are singing 7: is snowing; do not have; do not think

### Optional extra 10 minutes

Dictate the base forms of the following verbs and ask students to write down the continuous form: *run – running*.

meet lie rain fix draw put sit write see  
be leave listen fly play die travel begin

Check students' answers.

Put examples for the following rules on the board and explain the rules to the students.

1 Examples: *leave, write*

Rule: If the verb ends in a silent *-e*, drop the *-e*.

NB: *Be* and *see* do not drop the *-e* because it isn't silent.

2 Examples: *die, lie*

Rule: If the verb ends *-ie*, change *-ie* to *-y*.

3 Examples: *put, sit*

Rule: For one-syllable words that end consonant vowel consonant, double the final letter.

NB: This does not apply to verbs ending with *-w*, *-x* or *-y*, such as *draw, fix, play*.

4 Examples: *begin, travel* (UK spelling)

Rule: For two-syllable words that end consonant vowel consonant, double the final consonant, but **only** where the stress is on the second syllable. Note that words ending in *-l* are an exception to this rule in British English.

- 3** Ask students to quickly look through the text, without filling in the gaps, and pick out the different items of furniture mentioned. This is to familiarise them a little with the meaning of the text before they start focusing on the discrete items.  
Then ask students to look at the text again and complete it with the words in the box.

**Key** 1: are 2: isn't 3: is 4: are 5: some 6: aren't 7: isn't 8: are 9: aren't  
10: some 11: is 12: any 13: are 14: some 15: are 16: some

## Vocabulary

- 4** Do the first question with the students and thus demonstrate the meaning of 'odd one out'.  
Ask students to do the rest individually.  
Ask them to compare their answers in pairs and discuss the reasons for their choices.

**Key** 1: bed 2: bookshelf 3: electricity 4: window 5: iron 6: candle

### Optional extra 10 minutes

Ask students to prepare three similar questions individually.

Put students into pairs and ask them to swap questions and try to answer each other's. They may find more than one possible answer. Encourage them to justify their answers.

- 5** Ask students to complete the text with the correct words.

**Key** 1: seat 2: crockery 3: bin 4: towel 5: fridge 6: microwave  
7: basin 8: bucket

- 6** Ask students to underline the uncountable noun in each pair.  
In feedback, explore the different ways of quantifying the uncountable nouns, e.g. *a piece of music, a piece of furniture*.

**Key** 1: music 2: furniture 3: hot water 4: work 5: electricity  
6: traffic 7: countryside 8: accommodation

# A place by the sea

## Premium | Unit 02

### Preview

**Vocabulary:** the seaside; outdoor activities; adjectives and phrases to describe outdoor activities

**Grammar:** articles; quantifiers

**Reading:** prediction; reading for specific information; guessing meaning from context; multiple matching (PET Part 2)

**Listening:** listening for specific information; multiple choice (PET Part 2); note taking; listening to identify opinions

**Speaking:** describing a picture (PET Part 3); extended speaking (Trinity ISE/GESE; Sfl); expressing opinions

**Pronunciation:** identifying schwa sound

**Writing:** a postcard (PET Part 2; ISE correspondence); checking and correcting your work

**Additional materials:** postcards/pictures of places by the sea

### Introduction | page 15

- 1 Ask students to look at the title of the unit and the five photos and elicit any words that they know.

Focus attention on the words in the box and ask them to match them with the correct photos. Explain that some words may be used to describe more than one photo.

Check that students understand the difference in meaning between *beach*, *bay* and *harbour*:

*beach* – an area of sand or small stones beside the sea

*bay* – part of the coast where the land curves inwards so that the sea is surrounded by land on three sides

*harbour* – an area of water next to the coast, often surrounded by walls, where boats shelter

#### Teaching Tip

Words are often best taught in groups. It is a good idea to help students understand words in relation to other words of similar meaning such as *beach* and *bay*.

- 2 R.06 Tell students that they are going to listen to someone describing one of the photos.

Play the recording for students to select the correct photo.

Ask students to compare their answers in pairs.

Play the recording again for students to check their answers.

Ask students to give you words and phrases that helped them choose the correct photo.

To elicit responses, supply prompts such as *weather*, *geographical features* and *people, animals or objects*.

#### R.06

In this picture I can see a bay. On the left there is a small sandy beach. In the background I can see some sheep and a small building on the hillside. It's a beautiful sunny day, with just a few clouds in the sky and the water is very calm. There aren't many people on the beach. Someone is standing on the left and a couple of people in the middle of the picture are walking by the sea. I think it would be nice to have a holiday here because it all looks very peaceful and relaxing.

Key

The picture on the top left is being described.

### Optional extra 5–10 minutes

Either

Direct students back to the five photos. Put them into pairs and ask them to take turns at describing one of the photos for their partner to guess.

Ask students to write:

- one sentence about the weather
- one sentence about the geographical features of the place
- one sentence containing an adjective to describe the place.

Or

Distribute different pictures/postcards of places by the sea among students and ask them to see if any of the words in the box are featured. The students can then take it in turns to describe the photos.

#### Teaching Tip

Use resources such as pictures and photos to help students recall vocabulary already covered in class or as a means to extend vocabulary.

#### Vocabulary development

Ask students to add more words they can see in their pictures to add to the topic of the seaside.

Possible words include: *cliff, land, ocean, port, scenery, sky*.

### Exam information

In PET Listening Part 1 students listen and select one picture from a choice of three. They listen to the recording twice.

#### Exam Tip

Remind students that the first time they listen they should make a note of their answers and the second time they should be checking to make sure their answer is correct. Some words and phrases will be used that can apply to more than one picture so it is important to listen to the full text and not to select their answer too quickly.

- 3 Put students into pairs to discuss the two questions.

Write the following phrases on the board to prepare them for the discussion: *I think it could be ... because ...; I'd like/I wouldn't like to go there because ...*

Elicit feedback from some pairs.

- 4 Direct students' attention to the types of holiday to be discussed and elicit examples of an activity holiday, e.g. *sailing, snowboarding*.

Put students into small groups to discuss which kind of holiday they like best and why. Encourage them to use phrases from the example sentences during their discussion.

Elicit feedback and end the activity by asking students if there is a preferred type of holiday among the students in the class.

### Teaching Tip

Encourage students to show their reactions to what other students say so that they can become more active listeners. You can do this by reacting naturally to what students say during feedback. If you are shocked, surprised or disagree with what a student says, try to show it in your reaction so that your students can learn to do the same.

### Exam information

In PET Speaking Part 4 students have to express their opinions, feelings and ideas and justify them.

### Exam Tip

Remind students that they should always try to justify their opinions and ideas with reasons. Explain that they can do this by using *because*. They should also listen carefully to their partner and avoid interrupting when someone else is speaking.

### Optional extra 5 minutes

Write the following definitions on the board:

- 1 the shape of the coast that you can see from the sea or on a map
- 2 beautiful scenery that you can see from a place
- 3 very exciting

Ask students to match the definitions to the words and phrases accompanying the photos at the beginning of the unit.

### Teaching Tip

Instead of explaining words such as *coastline*, provide students with definitions instead. Try to avoid telling students what they can tell you.

### Vocabulary development

Write the headings *Land* and *Water* on the board.

Write these words on the board and ask students to put them under the correct heading:

canal cliff desert earth field forest hill lake  
mountain ocean path quay river sea soil  
stream waterfall wood

### Answers

**Land:** cliff, desert, earth, field, forest, hill, mountain, path, quay, soil, wood

**Water:** canal, lake, ocean, river, sea, stream, waterfall

## Functions | page 16

### 1 Either

Ask students to look at the picture. Tell them that they are going to read a description of it.

Ask them to predict words they expect to read in the description and write them on the board, e.g. *hill, waves, sunny, coast, rocks*.

Ask students to read the description quickly to check their predictions.

Tell them to complete the text using *in, at or on*.

Put students into pairs to compare their answers and then elicit feedback.

Or

Write these pairs of words on the board and ask students to look at the picture and choose the word from each pair they think will be in the description:

harbour/bay sandy/stony sea/river sunny/rainy  
sheep/dogs building/ farm calm/exciting hill/forest

Ask students to read the description quickly and check their predictions.

Tell them to complete the text using *in, at or on*.

Put students into pairs to compare their answers and then elicit feedback.

### Teaching Tip

It is important to give students some guidance on the words they are going to read in a text. You can do this by asking them to choose which word from a pair they are likely to read. Encouraging your students to predict vocabulary is an important sub skill of reading.

Key 1: In 2: On 3: In 4: on 5: in

**2 R.06** Tell students they are going to listen to the description of the picture again. Tell them to listen and check their answers then elicit feedback.

Ask students to complete the phrases using the correct preposition.

To check their understanding of the phrases, ask them to focus on the picture again and ask the following *yes/no* questions:

- 1 Is the beach on the left of the picture? (Yes)
- 2 Are there some sheep in the foreground? (No, they are in the background.)
- 3 Are there some people in the background? (No, they are in the middle.)

**3** Ask students to complete the labels individually.

Put them into pairs to compare their answers and elicit feedback.

Key In: the foreground; the background; the right-hand corner  
On: the left ; the right  
At: the top; the bottom; the back; the front

exam reviser p17

Ask students to complete the table for describing a picture in the Exam Reviser.

Remind students grouping words and phrases in different ways may help them remember them more easily. The Exam Reviser helps them to do this.

### Exam information

In PET Speaking Part 3 students talk about a photograph. They talk by themselves for about a minute.

### Optional extra 5–10 minutes

Distribute pictures of different places by the sea and put the students into pairs to describe their pictures using the words and phrases.

premium plus 05

## Speaking | page 16

- 1 Put students into pairs, As and Bs. Student A describes the photo and Student B draws a picture. Make it clear to students that a simple diagram or drawing is perfectly adequate. Remind Student A not to show the photograph to Student B during the activity.

After a short time, ask students to change roles.

Ask student to read the skills box. Do they agree with the advice given? Why/Why not?

### Optional extra 10 minutes

Tell students to choose one of the photos on page 15 and write a short description.

Get students to read out their descriptions and ask the class to identify the correct photos.

Ask students which place they would most like to visit and why.

## Grammar | page 16

- 1 Ask students to recall the difference between countable and uncountable nouns. If necessary, remind them that countable nouns include words such as *hill* and *beach* and that uncountable nouns include *weather* and *sand*.

Put students into pairs to talk about the questions and elicit feedback.

Key 1: countable – *many* 2: uncountable – *much*

- 2 Ask students to complete the table in pairs.

Elicit feedback and complete the table on the board.

Refer students to the grammar reference on page 153 if necessary.

	countable	uncountable
affirmative	some a few a lot	some a little a lot
negative	not many not any	not much not any
question	how many	how much

### Language note

At the end of the activity, point out to students that we do not normally use *much* and *many* in positive sentences. It is more usual to use *a lot of*.

- 3 Ask students to rewrite the sentences.

Elicit feedback and write the correct sentences on the board.

Key 1: How much sand is there? 2: There is just a little sand.  
3: There is a lot of sand. 4: There isn't any sand on that beach.

### Optional extra 5 minutes

Write the headings *much* and *many* on the board.

Write these words on the board and ask students to put them under the correct heading:

tourist water building cloud flower stone  
sunshine tree wave grass

Elicit feedback.

Ask students to make their own sentences to describe the picture using these words and quantifiers.

- 4 Ask students to look at the photo of Land's End on page 17 and elicit vocabulary they can see, e.g. *blue sky, hill, building, coastline, beautiful weather*.

Tell them to guess the answers to the questions in pairs.

Tell them to read the text quickly and check their guesses.

Check answers and ask how many they guessed correctly.

Key 1: Yes, there are a lot of things to do. 2: Yes, it one of the most popular places to visit in Cornwall. 3: 3147 miles 4: There are a few seals. 5: It costs £3.00. 6: You can stay all day for £3.00.

- 5 Ask students to choose the correct alternative.

Ask them to compare their answers in pairs.

Check the answers and elicit use of *much* and *many* from students. *Much* is used with uncountable nouns and *many* with countable nouns.

Key 1: many 2: many 3: many 4: many 5: much 6: much

- 6 Either

Ask students to read the postcard and choose the correct alternative. Remind them to think about countable and uncountable nouns during the activity.

Ask students to compare answers in pairs and elicit feedback.

Or

Direct students to the postcard and put these prompts on the board:

St Ives large/small boring/interesting  
attractive/unattractive clean/dirty

Ask students to read the postcard as quickly as they can and choose the correct alternative.

Then ask them to choose the correct alternatives in the postcard. Remind them to think about countable and uncountable nouns.

Check answers as a class.

Key 1: a lot of 2: many 3: any 4: a few 5: is 6: is 7: a lot of

### Optional extra 10 minutes

Direct students back to the postcard and ask them to add a sentence to each paragraph.

premium plus 06

workbook p12 | Exs 1-4



## Writing a postcard | page 17

- 1 Ask students to look at the three photos and elicit words from the pictures, e.g. *palm tree, mountain, cars, beach*.
- 2 Ask students to read the task. Tell them to choose one of the three pictures to write about.  
Ask them to work on their own to complete the task.  
Put students into pairs. Ask them to exchange their sentences with their partner and check each other's work.  
Did he/she write the correct number of sentences for each part of the question?  
What vocabulary did he/she use in his/her answer?  
Did he/she use the prompts given in the task?

### Exam reviser p23

Ask students to make a note of any useful expressions for writing a postcard in the Exam Reviser.

### Teaching Tip

Encouraging students to check their own work and the work of their partner will help them take more responsibility for their own learning.

### Exam information

In Trinity ISE I students have to write personal cards, emails or letters describing experiences, feelings and events. They should write between 70 and 80 words.

## Reading | page 18

- 1 Tell students that they are going to read about Cornwall, which is in the south west of England on the coast. Ask students to look at the pictures to help them guess what people can do there and put their ideas on the board.  
Tell students to read the introductory paragraph of the text to check their guesses.

### Exam information

In PET Reading Part 2 students read about five people or five groups of people. They also read eight descriptions of objects, places or activities. They have to match each person to one description. To do this task well, students have to identify key words and phrases in the descriptions.

- 2 Direct students to the pictures and ask how many they can name.  
Ask them to read the text and match the text with the activities.  
Ask them to compare their answers in pairs before feedback.

Key 1: C 2: E 3: B 4: A 5: F 6: D

- 3 Ask students to read the description of the first person and underline the key information – what the first person wants (something about the history of the area).  
Ask them to read the text as quickly as possible and find a possible match for this person.

Elicit feedback and get students to justify their choice using words and phrases from the text, e.g. *Explore historic shipwrecks; find out all about them in our visitor centres*.

Ask students to underline the key information for the remaining people – what each person wants and doesn't want.

Ask them to complete the activity.

Ask students to read through the skills box and compare their answers in pairs.

Check answers around the class asking students to tell you what words and phrases they found to help them find each correct match.

Key 1: C 2: B 3: E 4: A 5: F

## Exam information

In PET Reading Part 2 there are vocabulary items which appear both in the sentences and the reading text. This is a deliberate strategy designed to encourage candidates to select the wrong match. It is important that they read the sentences and the reading text very carefully.

## Vocabulary development

To build students' vocabulary, put them into pairs and ask them to find synonyms for these words (answers in brackets):

calm (gentle) very old (historic) amazing (incredible)  
exciting (thrilling) excellent (perfect)  
good for the environment (environmentally friendly)

## Vocabulary | page 19

- 1 Ask students which outdoor activities were mentioned in the reading text and write them on the board.  
Put students into pairs and ask them to decide which of these sports can be described as 'extreme' sports.  
Elicit feedback from the pairs. Encourage students to give reasons for their answers.  
Elicit other extreme sports and put them on the board.

Text mentions: cycling, diving, canoeing, kayaking, coasteering, swimming, rock climbing, mountainboarding, skateboarding, snowboarding  
Extreme sports: coasteering, mountainboarding and snowboarding

### Exam reviser p5 2.1

Ask students to add any other sports to the lists in the Exam Reviser. Remind them to try to use these words as much as possible in their speaking and writing.

- 2 Direct the students to the box and ask questions to check understanding.

Ask the students which word or phrase means:

1 exercise that is not very active or energetic (gentle exercise)

2 not the same (different)

Put students into pairs and ask them to discuss the two questions. Remind them to use some of the words and phrases in the box.

Monitor and help where necessary and check that students are using the words and phrases in the box.

End the discussion by asking if there is a preferred outdoor and/or extreme sport in the class.

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- 3 Ask students to match the words with the definitions. Tell them to compare their answers in pairs and check answers as a class.

Key 1: thrilling/exhilarating 2: good for you 3: gentle exercise 4: environmentally friendly

**Optional extra 10 minutes**

Tell students you are going to describe one extreme sport and ask them to guess it. Then ask students to choose their own extreme sport and to write some sentences to describe it. Students read out their sentences and the class guess the sport being described.

- 4 Direct students to the words in the box and explain that *schwa* is the most common English sound and is used for most unstressed vowels.

Provide a model for the students by saying each word and phrase twice and ask students to mark the *schwa*.

Ask students to repeat each word and phrase from the box. Ask them to say the words normally the first time, to whisper the second time and to shout the third.

Key gentle exercise; good for you; enjoyable; relaxing; environmentally friendly; different; exhilarating

**Teaching Tip**

Vary pronunciation exercises by asking students to say words in different ways such as shouting and whispering. This will help them to become less self-conscious and enjoy pronunciation work more.

**Optional extra 10 minutes**

Ask students to write sentences about outdoor sports using the words and phrases in the box. Then ask them to read them aloud so that they can practise the schwa sound in context.

**Learning Tip**

Put students into pairs to look at the advice in the box and discuss what strategies they already use and which strategies they would like to use in future.

Remind them that recording vocabulary according to topic can help them recall it more easily. To help students with this, you can put words from the lesson on the board and ask them to group them and give each group an appropriate heading. For this lesson, these words and phrases might include: *amazing, enjoyable, kayaking, mountain boarding, good for you, relaxing, surfing, thrilling*.

Possible groupings/headings are:

words to describe activities

activities/outdoor activities/extreme sports

**Listening | page 19**

- 1 Ask students to describe the three photos and to guess where they might be and encourage them to justify their guesses. Ask students which destination appeals most to them and why.
- 2 Put students into pairs and ask them to take turns in describing one of the pictures to their partner. Before they start the activity remind them how they learned to describe a picture earlier in the unit and elicit phrases, e.g. *In the picture I can see; In the background; At the top ...*
- Monitor and offer help where necessary.

**Optional extra 10 minutes**

Write these words on the board:

beach boat building clouds coastline hill  
rocks sand ship waves

Ask students to identify one word in the list which does not feature in the photographs (ship).

- 3 Ask students what they know about the destinations in the box. You could ask them which are in Europe, which are in Asia and which ones are islands. Ask students what experience they have of any of the places in the box.
- 4 R.07 Tell students they are going to listen to a radio programme about unusual beach destinations. Ask them to read the two questions. Play the recording and ask students to answer the questions. Put students into pairs to compare answers and then elicit feedback.

**R.07**

I = Interviewer, R = Rob

- I: Well, it seems like winter's going on forever, doesn't it? Maybe you're thinking about some winter sun, or even about booking a summer holiday for next year. Today we're going to be talking to Rob Buckley, Travel Editor for *Travel Magazine*, about some sun, sea and sand holidays with a difference. Rob, where can we go to get some winter sun?
- R: Well, obviously there are a lot of long-haul destinations that are still very appealing: the Seychelles or the Maldives. But for many people, the distances involved are very off-putting. There isn't much point in taking a relaxing break if the journey exhausts you! Traditionally, the British take their winter sun in the Canary Islands – Tenerife, Lanzarote. But while these are usually warm at this time of year, they are often very overcrowded with other British tourists! The same thing goes for Malta and Mallorca, though Malta is still very popular because everyone speaks English.
- I: So do you have some suggestions for really getting away from it all without having to travel to the other side of the world?
- R: Yes, my first suggestion would be Morocco. The budget airlines are starting to fly there and it will definitely become more popular over the next few years. For somewhere really unusual, I would recommend Essaouira. It's a beautiful example of an eighteenth-century fortified city, with a blend of Arabic and European colonial architecture. The city is very well preserved and the climate is wonderful – warm and dry. It was popular in the 1960s and 70s with pop stars such as Jimi Hendrix, and is still a very fashionable spot. The beach is a mile long. It's quite windy though, more of a surfing beach than a sunbathing one.
- I: It sounds great. What if you do just want to lie and soak up the sun, though?

- R: You could try Cabo Verde. It's a group of ten islands off the west coast of Africa and the islands each have their own character. It was a Portuguese colony, and Portuguese is still widely spoken. It's famous for its music, a kind of Portuguese/African mix. The weather is similar to the Canary Islands, dry and warm with average temperatures of twenty-nine degrees. There are beautiful old towns and white sandy beaches and you can get there in under eight hours, or stop off for a day or two in Lisbon if you prefer.
- I: What about for a summer holiday? Once a year we go through all the brochures but we always seem to end up going to Spain or Italy ...
- R: Well, there are a lot of beautiful beaches in Spain and Italy which haven't yet been overrun with tourists. However, for something a bit different, why not try Poland?
- I: For a beach holiday?
- R: Certainly. The Polish Riviera extends for several hundred kilometres from the German border to Gdansk, along the country's Baltic coastline. It has always been a popular summer destination for the Poles themselves, but more and more foreigners are visiting, attracted by the very reasonable prices. You can stay in a three-star hotel for about £300 a week. Temperatures average twenty-five degrees during July and August, although it has been known to reach the high thirties. The most popular beaches are in the Tri-City area – the coastal stretch between Gdynia, Sopot and Gdansk. Sopot has been Poland's most fashionable resort since the early twentieth century.
- I: Well, that's certainly given us a few ideas ...

**Key**

1: the Seychelles; the Maldives; the Canary Islands; Malta; Mallorca; Cyprus; Morocco; Cabo Verde; Spain; Italy; Poland  
 2: Rob Buckley recommends Morocco, Cabo Verde and Poland – the places pictured in Exercise 1.

- 5 R.07** ▶ Tell students to read the questions very carefully. Play the recording again and ask students to answer the questions. Put students into pairs to compare answers and then check answers.

**Key** 1: A 2: B 3: C 4: A 5: B

### Exam Tip

Remind students that in the PET exam they should always circle a letter even if they are not sure the answer is correct. They will not lose any marks if their answer is wrong.

- 6** Ask students to talk about which of the three destinations appeal to them most and why. End the discussion by asking students if any information given in the programme surprised them and encourage them to explain why.

## Grammar | page 20

- 1** Ask students to read the rules for the use of articles and then refer to the audioscript on pages 139–140 for examples. Ask them to find one example for each rule and put them on the board. Refer students to the grammar reference on page 154 if necessary.

### a – indefinite article

1: a summer holiday, a relaxing break 2: It's a group ... of islands  
 3: a lot of long-haul destinations 4: Once a year we go through all the brochures

### the – definite article

**Key** 1: I would recommend Essaouira. The city is very well preserved.  
 2: the sun 3: in the 1960s 4: the climate; The weather;  
 5: the British; The budget airlines

### zero article

1: There are 0 beautiful old towns 2: Temperatures average twenty-five degrees during 0 July and August 3: I would recommend 0 Essaouira; 0 Portuguese is still widely spoken

## Grammar note

Ask students to read the grammar note and ask them some questions to illustrate the exceptions to the use of *the*:

- Do you speak French?
- When do you have breakfast?
- What do you think of cats?
- Do you like hamburgers?
- Were you born in 1979?

## Optional extra 10 minutes

Extend the activity by putting students into pairs and asking them to write three questions. They then swap questions with another pair and answer them.

- 2** Ask students to read the sentences and complete them with *a*, *the* or *0*. Put them into pairs to compare their answers. Check answers as a class.

**Key** 1: a; the 2: 0; the 3: The; 0 4: a; 0 5: the; 0 6: a; the

- 3** Ask students to read the text and identify the seven mistakes in the text. Ask them to compare their answers in pairs. Check answers. Ask students for some of the rules for the use of the articles covered in the lesson.

### a – indefinite article

to talk about something for the first time: *a beautiful city*  
 to talk about something that is one of many: *a number of extreme sports*  
 with quantifiers like *a few*, *a lot of*: *there are a few beaches*

### the – definite article

to talk about something that has been mentioned before: *I went to St Ives. The town is ...*  
 to talk about something that is the only one: *the weather, the sun*  
 with dates and periods of time: *in the eighteenth century, in the 1990s*

- Key
- It's a group; off ~~a~~ the west coast of Africa
  - The islands each have
  - It was ~~the~~ a Portuguese colony
  - and ~~the~~  $\theta$  Portuguese is still widely spoken
  - A The weather is similar to the Canary Islands

premium plus 08

workbook p14 | Exs 1-2

## Speaking | page 20

- 1 Tell students that they are going to talk about regions in their own countries/countries they have visited.

Ask students to read the questions and make notes under each one.

Put them into pairs to discuss their ideas.

Monitor and offer help where necessary.

- 2 R.08 Tell students that they are going to listen to someone talking about the Algarve.

Refer them to the photo and ask:

- Where is this place?
- What kind of place is it? Is it a coastal area or inland?
- What is the weather like?
- What kind of activities can people do there?

Ask them to listen to the recording and make notes.

Put students into pairs to compare their notes and then check answers.

At the end of the discussion ask students how many questions they guessed correctly before listening.

### R. 08

The Algarve is in the south of Portugal. It's a coastal region, and it's famous for its beautiful beaches. It is a hilly region, and behind the coastline there is a mountain range, Monchique. There is also the Rio Formoso nature reserve, where you can see hundreds of different birds. The capital of the region is Faro and some of the most popular tourist resorts are Albufeira, Lagos and Tavira. The Algarve is great for a relaxing holiday, enjoying the sunshine. The climate is wonderful, around fourteen to eighteen degrees in winter and twenty-four to twenty-nine degrees in the summer. Many people also come to play golf and to enjoy the local fish, seafood and wine.

It is in the south of Portugal.

It is a coastal region.

There is a mountain range behind the coastline, Monchique, and also the Formoso nature reserve, where you can see hundreds of different birds.

The capital of the region is Faro, and Albufeira, Lagos and Tavira are popular tourist resorts.

The weather is warm and sunny.

Fish, seafood and wine are all popular.

- 3 R.08 Tell students to listen to the recording again and note down useful language for describing a region.

Ask students to compare their answers in pairs.

Elicit feedback and write the phrases on the board.

- 4 Put the students into pairs and ask them to take turns to talk about the place they live in or know about using the questions in Exercise 1 and the useful language in Exercise 2.

Encourage them to talk for about a minute. Ask each pair to tick the phrases their partner uses during their talk.

### Optional extra homework

Ask students to write a description for homework about a region they know about or have visited using some of the phrases in Exercise 2 and in the recording.

### Exams Tip

Remind students that in the speaking test they may be asked to talk about where they live. They should learn these useful phrases as they will help them describe their home town more easily.

## Reading | page 21

- 1 Put students into pairs and direct them to the photo of Michelle Collins to help them guess the answers to the questions before they read the text.

Elicit feedback from pairs.

Tell students to read the text and check their guesses.

Check answers as a class.

1: She's in her forties.

2: She likes to relax, read books and magazines, listen to music and be with her companions.

3: Yes, probably, because she knows about travelling with young children.

4: buying a holiday at a charity dinner

5: Because she has often been working very hard before she goes away.

- 2 Tell students to read the text again and complete the gaps using a, the or  $\theta$ .

Ask them to compare their answers in pairs before eliciting feedback.

Key 1: the 2: a 3: the 4: a 5: the 6:  $\theta$  7:  $\theta$  8:  $\theta$

## Speaking | page 21

- 1 Put students into pairs and ask them to answer the same questions as in the text.

Encourage them to use the words in the useful language box.

End the discussion by asking students how similar a traveller they are to Michelle Collins. Do they pack the same things? Do they do similar activities on holiday?



### Optional extra 5 minutes

Ask students to read the text quickly again so that they can summarise the text in a few words. Explain that this will make them think more about what they have read.

### Vocabulary development

Copy this table onto the board and ask students to match a word on the left with a word on the right to make compound nouns.

A	B
no frills	land
island	hopping
food	holiday
main	poisoning

### Answers

no frills holiday; island hopping; food poisoning; mainland

Ask students to match the compounds with these definitions:

- 1: spending a short time on one island before moving to another (island hopping)
- 2: an illness usually caused by eating food that contains harmful bacteria (food poisoning)
- 3: a holiday that is of a very basic and simple standard (no frills holiday)
- 4: the main part of a country which may include smaller islands (mainland)

## Language Review

### Grammar

- 1 Quickly review the uses of *much*, *many*, *a lot of*, *some* and *any*. Write the words *countable* and *uncountable* on the board and get students to group the words as quickly as they can.

Do the first question together with the students.

Ask the them to work in pairs to choose the correct alternative in the remaining sentences.

As you go through the answers, check students understand the reasons for each choice and refer them to the grammar reference if necessary.

- 1: many/a lot of; a few/some 2: a lot of/some; some/many
- 3: isn't much/isn't any; some/a little 4: a little/some; a few/some
- 5: aren't many/aren't a lot of; isn't much/isn't a lot of
- 6: isn't much/is little; some/a little 7: a little/some; some/a few
- 8: much/a lot; a few/some

- 2 Ask students to recall some rules for the uses of the definite article. Provide the following prompts if necessary: *countries, rivers, seas, dates*.

Do the first question together with the students.

Ask them to work individually to complete the task before comparing answers in pairs.

Key 1, 3, 6, 7

- 3 Ask students to work individually to complete the task. Ask them to compare answers in pairs before feedback.

Key 1: a 2: a 3: 0 4: the 5: a 6: 0 7: a 8: 0 9: the 10: a

- 4 Ask students to work individually to complete the task. Remind them that there may be more than one mistake in each sentence.

Put them into pairs to compare their corrections before feedback.

- 1: I always take a little a few/some books and magazines to read on the holiday.
- 2: I enjoy going to the Maldives because it is a good place to do the 0 water sports like diving.
- 3: Last year I stayed in a hotel in Thailand which had the a swimming pool overlooking the beach.
- 4: Many people go to the south west of France because the scenery are is so beautiful.
- 5: Next year I would love to travel to Mexico and go all the way down to the Andes.
- 6: It would be very interesting to visit South America because it has so much many different landscapes.
- 7: I tried a little some/0 water sports for the first time in Tasmania the 0 last year including kayaking and diving.
- 8: I enjoyed a surfing holiday in the north coast of Scotland a few years ago.

### Vocabulary

- 5 Elicit vocabulary relating to the seaside before asking students to look at the words in the box.

Put students into pairs to complete the task.

Key 1: harbour 2: beaches 3: extreme 4: coastal 5: waves  
6: thrilling 7: surfboard 8: relaxing

### Optional extra 5–10 minutes

#### Either

Ask students to choose one or two words from the box they would like to remember. Ask them to write a sentence using each word and then get them to put their sentences on the board.

#### Or

Refer students back to the words on the box and write this stress pattern on the board: 00

Ask them to find the words in the box that have the same stress pattern.

### Answers

coastal, harbour, beaches, surfboard, thrilling

- 6 Ask students to work individually to complete the task. Put students into pairs to compare their answers before feedback.

Key 1: relaxing 2: boring 3: region 4: cloudy 5: mountain

### Optional extra 5–10 minutes

Ask students to replace the odd one out in each set to make each set consist of four similar vocabulary items in each set, e.g. climbing, riding, cycling, skateboarding.

## Preview

**Vocabulary:** personality; friends and family

**Grammar:** adverbs of frequency; past simple and *used to*

**Reading:** prediction; reading for specific information; True/False (PET Part 3); reading for gist; multiple choice (PET Part 4); guessing meaning from context

**Listening:** listening for specific information; True/False (PET Part 4)

**Speaking:** extended speaking (Trinity ISE/GESE; SFL); deciding together (PET Part 2); discussion

**Pronunciation:** word stress

**Writing:** a description (SFL; ISE descriptive writing); editing skills

**Additional material:** a photo of yourself as a schoolboy/girl

## Introduction | page 23

Ask students to look at the pictures of different family groupings.

Either

Put students into small groups to discuss which grouping is most similar to their family.

Or

Tell them a little about your family. E.g. *I have three children. The eldest is twelve and the next two are eight – they're twins, a boy and a girl.*

- 1 Pre-teach any vocabulary that students may need, e.g. *only child, first/last born, birth order*.

You could ask for a show of hands to see how many in the class are only children, first-born, etc.

Give an example of the possible effect of birth order from your family. E.g. *My son is the first born and he is much more serious than his younger sister. She's much more adventurous – maybe because she's seen him doing everything first and that gives her confidence.*

Ask students to discuss if they think birth order has an effect on personality. Encourage them to give examples.

- 2 Tell students that they are going to do a quiz to see if their personality matches their birth order.

Give them time to complete the quiz individually. They should only tick statements that quite strongly correspond to themselves, but they can tick as many or as few statements as they like.

When they have finished, they should see which letter (ZQP) they have chosen most frequently, then turn to page 172 and read the description that applies to them.

Ask them if the quiz showed their correct birth order. If it did not, ask them to consider if there might be an explanation for that.

- 3 Draw students' attention to the words and phrases for describing personality in the box. Do not explain the meaning of any at this stage but ask students to try to match the words and phrases with the statements.

Note that there may be more than one possibility for some statements.

Encourage them to work together and pool ideas rather than use dictionaries.

Monitor and note words that are causing difficulties. Then in feedback, clarify these words carefully.

**Key**  
1: a born leader/bossy 2: easily bored 3: generous  
4: responsible 5: sociable/outgoing 6: laid-back/lazy  
7: laid-back/flexible 8: punctual 9: sociable

### Teaching Tip

This kind of task has several advantages over simply explaining the words.

- It encourages students to work independently and to use each other as a resource.
- It enables you to see how much they know before you start teaching
- It engages students with the vocabulary and makes it more likely that they will remember the meanings when they discover them.

### Exam reviser p5 | 3.1

Ask students to write the words in the box in the correct place in the table of the Exam Reviser. Ask them to leave space above each word (stress will be marked in a later activity).

### Optional extra 5–10 minutes

Ask students to work in pairs.

They should decide on three adjectives that they would particularly look for in each of these people: a friend, a boss, a partner.

Feed back as a class and compare ideas. Ask students to give reasons for their answers.

## Vocabulary | page 24

- 1 Ask students to discuss what they think are the differences in meaning between the two pairs of words. The main point is that the words have similar meanings, but different connotations.

### Language note

*Bossy* means someone who enjoys telling people what to do, especially when they don't actually need or want to be told what to do.

*A born leader* is someone who is very good at getting other people to follow their lead.

Of course, different people may view the same person either negatively, as bossy, or positively as a born leader.

Similarly, someone who is *lazy* doesn't want to work or make any effort and the word is always used negatively. Someone who is *laid-back* behaves in a calm, relaxed way and doesn't let things worry them. People who congratulate themselves on being laid-back may be seen as lazy by other people.

**Key** In both cases the meanings are quite similar, but the first is always used in a negative way and the second in a positive way.

### Teaching Tip

It is very important that students understand the connotation of words that they learn, and this is particularly true for adjectives which describe people. When checking understanding, ask questions:

- Is this word positive or negative?
- Would you like it if someone said you were ...?
- Would you say to your boss that he/she was ...?

### Optional extra 10 minutes

Write these words on the board:

ambitious proud self-confident perfectionist (n)

Ask students to discuss whether they think they are positive or negative. Encourage them to use a dictionary where needed.

All the words can be seen as either positive or negative, depending on your point of view.

Ask students to add the words to the list in the Exam Reviser.

### Learning Tip

Ask students to study the extract and find six different pieces of information.

They may be surprised at how much information a learner dictionary contains. Discuss the advantages/disadvantages of monolingual/multilingual dictionaries. Possible ideas include:

#### Monolingual

- + quick and easy to use; often smaller to carry
- words often don't translate directly; students may pick the wrong word if more than one translation is possible

#### Multilingual

- + contains a lot more information; gets students used to thinking in English
- entries can be quite long and students need to learn how they are organised and what the abbreviations mean

**Key** **Information on:** pronunciation, part of speech, definition, opposite, sample sentence, dependent preposition

- 2** Ask students to look up the words in a monolingual dictionary and decide if they are positive or negative. Some of these may be a little subjective, e.g. *shy*.

Check understanding and pronunciation as a class.

**Key** **Positive:** cheerful, confident, kind, reliable, sociable, successful, hard-working

**Negative:** moody, shy, insensitive, nervous

- 3** Do a couple of examples with the students so that they can see how the stress patterns relate to the syllables:

0 0      0 0 0  
cheerful      confident

Ask students to match the remaining adjectives with the patterns.

Write the patterns on the board at the top of six columns. Write students' answers on the board.

As you carry out feedback, model and drill the stress patterns.

**Key** 1: 0o: cheerful, moody, nervous 2: 0oo: confident 3: 0: shy, kind  
4: o0oo: insensitive, reliable 5: o0o: successful, amusing  
6: 00o hard-working

### exam reviser p5 | 3.1

Ask students to mark the stress patterns of the words in the Exam Reviser.

### Optional extra 10 minutes

If students find it hard to 'hear' word stress, ask them to count the syllables in their own name and decide where the stress is, e.g. *moHAMmed*.

Demonstrate the following:

T: What's your name?

S: *moHAMmed*.

T: (*getting it deliberately wrong*) *MOhammed*.

S: No, *moHAMmed*.

T: Ahh! *mohamMED*.

S: No! *moHAMmed*.

Ask students to 'play' with each others' names in the same way, shifting the stress about. If they have single-syllable names, try a surname.

### workbook p16 | Exs 1-5

## Speaking | page 24

- 1** Tell students that they are going to talk for 1–2 minutes on their own about some of their friends or family and they will need to do some preparation.

Remind them how to make notes – not whole sentences, just words and ideas.

Encourage them to think of examples to illustrate what they are going to say, e.g. *Mum – very tidy, tidies up for cleaner!*

Give students a few minutes to make their own notes.

Remind them that they will need to be ready to ask their partner questions at the end, so they will need to listen carefully to each other.

Put students into pairs and give each one 1–2 minutes to talk.

Monitor to make sure it does not become a conversation.

Give students another few minutes to ask and answer questions before changing roles.

Ask a few students to tell the class about a relative.

Ask students to read the skills box. Did they need any particular vocabulary for this task that they didn't have? Ask them to note down words they need and find out how to say them in English.

### Teaching Tip

Repeating a task in this way will help students to become more confident and fluent in what they say. It can also act as a good model for other class members.

## Reading | page 24

- 1 Write 'family' on the board and ask students to guess at its meaning. Do not confirm or deny guesses at this stage. Ask them to 'skim' the text to check their predictions. Remind them that they do not need to understand everything – they just need to get a general idea at this stage. Set a time limit of 3–4 minutes to help them to read quickly.

**Key** A 'family' is a mixture of friends and family - friends we treat like family and family we treat like friends.

### Cultural information

Possible explanations for British people marrying later:

- More people are staying in education since the Government set a target of fifty per cent to attend university or equivalent.
- The cost of housing is forcing many young people to stay at home with their parents longer.
- Couples often live together for some years before getting married.

- 2 Ask the students to look at the True/False questions. Pre-teach any vocabulary needed, e.g. *in close contact*, *get on with*. Ask students to read the text more carefully to decide if the statements are true or false. Let students check answers in pairs. Feed back as a class. Encourage students to give reasons for their answers. Point out that the first sentence is 'False' – the text says only fifteen per cent of people nowadays don't do this.

**Key** 1: F 2: T 3: T 4: F 5: T 6: F

## Vocabulary | page 25

- 1 Ask students to look at the text again and find words with the three meanings listed. Make sure that students are not confusing *colleague* with *friend* as this is a false cognate in several languages.

**Key** colleague – *workmate*; father or mother – *parent*; a member of the family – *relative*

### Optional extra 10 minutes

Ask students to make a list of any other 'false friends' they know.

Common examples are:

*library* (often confused with *bookshop*)  
*actual* (often confused with *current*, *of the moment*)  
*eventually* (often confused with *possibly*, *maybe*)  
*chef* (often confused with *boss*)

Write suggestions on the board and check understanding. Add any other false friends that you are aware of.

- 2 Ask students to look at the text again and find more words referring to family or friends.

**Key** Other words for family/friends: sister, step-brother, mother-in-law, best friend, acquaintance, good friend

### Teaching Tip

Make the point to students that texts they read can be a rich source of useful vocabulary around the topic of the text.

**exam reviser** p6 | 3.2

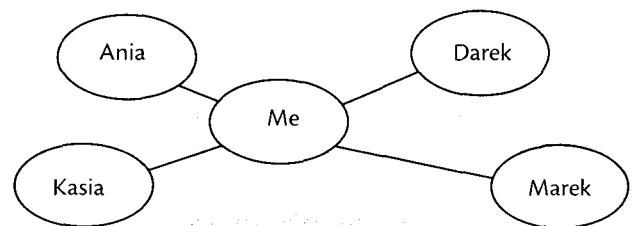
Ask students to put the friends and family words into the correct column in the Exam Reviser.

**premium plus** 09

- 3 Put the students into small groups to discuss the questions. This will provide some opportunity for them to use the new language. Tell them to refer to the Exam Reviser to help them. To conclude the discussion, ask a few questions to the class, e.g. *How many people have social events which mix friends and family?*

### Optional extra 15 minutes

Draw a diagram on the board, illustrating the people you are closest to (friends or family), showing their closeness diagrammatically:



Model the activity for the students by explaining who all the people are and what their relationship is to you. Try to use some of the vocabulary from the previous activity, e.g. *Ania is my closest friend*.

Ask students to draw similar diagrams for themselves.

In pairs, ask students to explain their diagrams to each other.

### Vocabulary development

Ask students to use their dictionaries to find the differences between the words in these groups:

- nuclear family/extended family/single-parent family
- next of kin/relative/parent
- step-sister/half-sister/sister-in-law

#### Answers

- nuclear family** – parents and children only
- extended family** – parents, children, grandparents, possibly aunts and uncles, etc.
- single-parent family** – family with only one parent
- next of kin** – your closest relative, legally (usually your husband/wife or parent)
- relative** – anyone in your family
- parent** – father/mother (note that this is a false friend – in many languages it can mean relative)
- step-sister** – the daughter of your parent's partner (if, for example, they have remarried)
- half-sister** – a sister who has the same mother or father as you, but not both
- sister-in-law** – someone married to your brother, or the sister of your wife or husband (note that these are often two different words in languages other than English)

Encourage students to make a note of words that might be particularly useful in talking about their own families.

## Grammar | page 25

- 1 Look at the words and phrases in the box and check that students understand what adverbs of frequency are (words that describe how often you do something).

Ask students to look at the reading text again and find any adverbs of frequency.

Look at the grammar box with students and check understanding.

Refer students to the grammar reference on page 154 if necessary.

**Key** usually, never, often, once a week, almost every day

- 2 Look at the first sentence with students and elicit the correct order. Show students how the adverb of frequency goes before the main verb.

Ask students to put the remaining statements in the correct order, referring to the grammar box for help.

Check answers as a class.

Ask students to discuss if the statements are true according to the text.

When eliciting corrections to the false statements, try to encourage students to use adverbs of frequency.

- Key**
- 1: Young British people generally get married at about 30. T
  - 2: Young British people don't often live with their family. T
  - 3: Annie usually speaks to her best friends every week. F – almost every day
  - 4: Annie doesn't see her friends often. F – at least once a week
  - 5: Jon rarely sees Archie's friends. F – he says they're like family

- 3 Look at the example with the students and check they understand that the sentence explains the meaning of the adjective as well as using an adverb of frequency.

Ask them to complete the other sentences. This should review their understanding of the adjectives as well as practising adverbs of frequency.

Note that *perfectionist* is not an adjective and that there is no adjectival form of this word.

- 4 Look at the example with the students.

Ask them to work individually to write personalised answers to the questions.

- 5 Ask students to show each other their sentences and discuss them.

To round off the exercise, ask a few students to give examples of their sentences.

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workbook p19 Exs 1-3

## Speaking | page 26

- 1 **R.09** ▶ Tell students that they are going to listen to two friends choosing a present for a third friend.

If appropriate, tell students that this situation is similar to a PET Speaking Part 2.

Look at the pictures with students and check vocabulary – include *MP3 player*.

Ask students to listen to find out which present they decided on and play the recording.

Let students compare answers before checking as a class.

### R.09

**S = Suzana, M = Michael**

**S:** It's Chris's birthday next week. What do you think we should get him?

**M:** How about a dictionary? He's always borrowing mine!

**S:** Do you really think he'd want that as a birthday present? Would you? I was thinking of a DVD.

**M:** Maybe, but he's got such terrible taste. It would be so embarrassing going into the shop to get it. I'm not sure that's such a good idea.

**S:** What about the chocolates then? Everyone likes chocolates, don't they?

**M:** Oh no, we can't give him a box of chocolates. He's got so fat lately.

**S:** Do you actually like Chris?!

**M:** Sorry, I was just trying to be funny. But he is actually trying to lose some weight.

**S:** What about the MP3 player then? He could listen to it when he goes jogging.

**M:** That's a great idea. OK, let's get him that then.

**Key** They decide to buy him an MP3 player so he can listen to music while jogging.

- 2 **R.09** ▶ Ask students to discuss which other presents are mentioned and why they decide not to buy them.

Play the recording again for students to check their ideas.

Ask students to read the skills box and answer the question (Susana and Michael do all of the things except **describe** the pictures). Ask them to discuss their ideas about speaking exams and feed back as a class.

**Key** They mention a dictionary, not a very exciting present; a DVD, but Michael says Chris has got terrible taste and he'd be embarrassed buying it; chocolates, but Chris is trying to lose some weight.

## Exam information

In a PET Speaking Part 2 students are tested on their ability to negotiate meaning – giving and responding to suggestions, giving opinions and discussing alternatives. Useful language for this type of exam task is covered in the Functions section.

In PET Speaking Part 3 students are asked to describe pictures, so this may be a good thing to do in other contexts.

## Functions | page 26

- 1 R.09** ▶ Remind students that the listening they have just done could also be seen as an example of how to carry out this kind of exam speaking task.

Look at the headings and check understanding.

Play the recording again and ask students to write down any phrases they hear under these headings. They should be familiar with the text by now, but are unlikely to be able to write down everything they hear in the time. You could either allow them to compare notes and collate their answers, or you could play the recording more than once.

**Asking for an opinion or making a suggestion:** *What do you think we should get him?; How about...; What about...*

**Disagreeing with a suggestion:** *Maybe, but...; I'm not sure that's such a good idea.*

**Agreeing with a suggestion:** *That's a great idea; OK, let's...*

### exam reviser

p17

Ask students to check their answers to Exercise 1 by referring to the Exam Reviser.

Ask them to add the three further expressions to the table.

- 2** Put students into pairs. If appropriate, tell them that this is practice for PET Speaking Part 2.

Ask them to follow the instructions. They should try to talk for 2–3 minutes. They can use the Exam Reviser to help them.

- 3** Ask students to tell their classmates about their choices. Discuss if they chose well.

### Optional extra 5–10 minutes

Write these holidays on the board:

- beach holiday in Mexico
- skiing holiday in the United States
- shopping trip to New York
- walking holiday in the Swiss Alps
- visit to EuroDisney, near Paris.
- sightseeing in Egypt – including the Pyramids.

Put students into pairs and ask them to choose the best holiday for three class members.

Feed back as a class.

## Reading | page 26

- 1** Look at the pictures and find out what students know about each woman.

Tell students that these three famous women were all only children. Ask them to read the quotes and discuss the questions.

## Cultural information

**Natalie Portman** is a film actor best known for her role as Queen Amidala in *Star Wars 1* and 2.

**Sarah Michelle Gellar** is a film and television actor, still best known for her title role in the successful television series, *Buffy the Vampire Slayer*.

**Vanessa Mae** was born in Singapore, but is a British citizen. She is a classical violinist who has also played in pop videos and is well known for her dramatic dress sense.

- 2** Either

Check understanding of the words *spoilt* and *selfish*. Then ask students if they think they apply to only children. Ask students to justify their opinions.

Use the title of the article to pre-teach *myth* (something that people wrongly believe to be true).

Refer students to the skills box.

Ask them to skim read the text to check if the author agrees with them. Set a time limit of 3–4 minutes to encourage students to read quickly.

Ask them to try just reading the first line of each paragraph to see if they can still get a general understanding.

Or (to make task more challenging)

Before they read the text, ask students which of these adjectives they think could be used to describe an only child: *aggressive, bossy, sociable, lonely, dependent, self-reliant*.

Refer students to the skills box.

Ask them to skim read the text to check if the author agrees with them. Set a time limit of 3–4 minutes.

Ask them to try just reading the first line of each paragraph to see if they can still get a general understanding.

**Key** The author feels that only children are likely to be sociable and self-reliant.

- 3** Ask students to look at the questions before they read. Note that this is similar to a PET Reading Part 4, but that there are only three options rather than four.

Ask students to read the text again, more thoroughly this time, to find the answers to the questions.

Feed back as a class, asking students to justify their answers.

**Key** 1: A 2: C 3: A 4: C 5: B

- 4** Look at the skills box and remind students of the value of guessing meaning from context.

Do the first question together with the class as an example. Show them how to read the previous and subsequent sentences to check the meaning.

Ask students to find the other words in the text and use the context to guess their meaning.

**Key** 1: A 2: B 3: A 4: A 5: B 6: A

## Speaking | page 28

- 1 Use the picture to elicit some ideas. Who are the people? What is *Friends Reunited*?

Read the rubric with the class and give any further information needed.

### Cultural information

**Julie Pankhurst** came up with idea for *Friends Reunited* while she was on maternity leave and wondering about her old friends, and whether any of them had started families. By August 2001 it had a million members and had become a full time job. In 2002, they added *Workplaces*, so that people could look up old colleagues and *Genes Reunited*, where people could trace their family tree back hundreds of years. The site has continued to develop is now the UK's eighth most visited site. There are also sites in Australia, South Africa and New Zealand.

Look at the useful language box and check understanding.

Then look at the discussion questions and pre-teach any unknown vocabulary, e.g. *popular*, *lose touch*, *get back in touch*.

Put students into small groups and ask them to discuss the questions together.

Briefly feed back as a class.

## Listening | page 28

- 1 **R.10** Tell students they are going to listen to a radio programme about people who have met up with old friends.

Ask them to look at the questions before they listen.

Check any unknown vocabulary, e.g. *member*, *go out with*, *have a lot in common*, *apart from*, *entry*, *lied*.

Draw students' attention to the skills box.

Play the recording.

Let students check their answers together and play the recording again if necessary.

Ask if anything they heard surprised them (such as the fact that employers use these sites to check on people's qualifications).

### R.10

I = Interviewer, M = Melissa, P = Peter, J = Jon,

- I: Since *Friends Reunited* was set up in 2000, more than twelve million people have put their details on the site. Originally aimed at reuniting old friends from school, you can now track down old workmates, neighbours, team-mates, and even members of your extended family, using *Genes Reunited*. Clearly, a lot of people are very interested in revisiting their pasts. Here in the studio today to talk about the *Friends Reunited* phenomenon we have Melissa Normington, whose ex-boyfriend tried to destroy her reputation on the site, Peter Watts, who uses the site as part of his job as Human Resources manager for a large accountancy firm, and Jon Cuthbert, who recently went to a class reunion, organised through the site.

Jon, what was it like?

- J: Well, I'd been thinking about joining *Friends Reunited* for some years, but I didn't actually do it until a couple of months ago. I guess I was a bit worried that all the people that I didn't like at school would suddenly start trying to contact me!
- I: So who did contact you?

- J: Well, shortly after I joined, I got an email from my best friend in those school days, Steve. He was still in contact with a few mutual friends, including my first proper girlfriend, Tara. We all arranged to meet up for dinner.

I: And were they as you remembered them?

- J: Well, Steve was late – so no change there! But the biggest surprise was Tara. She used to be a bit wild really, with black spiky hair and a lot of earrings. I didn't recognise her when she turned up. She was wearing a suit and was now a very respectable accountant or something. We talked about our early romance. I always thought that she was attracted to me because I used to be a little bit wild, too. I used to dye my hair, and always wore nothing but black. We liked the same music, too. But no, apparently it was because I was 'so nice and polite'. Shattered my illusions!

I: And what about your other friends? Had they changed?

- J: Well, as I said, Steve always used to be late for everything when we were at school – and he still was. He hadn't changed much at all, actually. He just looked like his older brother. And Craig and Mel seemed pretty much the same, too. They still lived in our home town. It was easier than I expected to find things to talk about – though of course a lot of it was about school memories. I think we still had a lot in common, though.

I: It sounds like you had a pretty positive experience of *Friends Reunited*, Jon, but not everyone can say the same. What happened to you on *Friends Reunited*, Melissa?

- M: Well, I put my details on *Friends Reunited* a long time ago. It was fun seeing what everyone else had been doing since they left school, but after a while there were no new entries and I stopped visiting the site. Then one night I got a text from a friend of mine telling me to look at my entry on the site immediately. I logged on and couldn't believe it! All my details had been changed – and my photos weren't even of me any more. You wouldn't believe what it now said my job was! It was incredibly embarrassing.

I: What did you do about it?

- M: I contacted the website and they took down the false details and picture straightaway and contacted the police. It turned out it was an ex-boyfriend of mine, who'd got angry with me when we split up and decided to hack into my *Friends Reunited* account. He was something of a computer expert. But, you know, I'm still embarrassed because I have no way of knowing who might have seen what he put on there.

I: Yes, people don't always seem to realise that anyone can read your *Friends Reunited* entry. There have been several cases of the police using it to catch criminals. One man actually wrote that he was making a good living selling drugs! And many employers are now using it to find out a bit more about prospective employees. Can you tell us a bit about that, Peter?

- P: Yes, well, unfortunately many people these days are not being quite honest when they apply for jobs. People sometimes make up their qualifications, claiming that they have a first-class degree from Oxford when they actually dropped out of a degree from a completely different institution. Increasingly, employers are using the Internet and sites like *Friends Reunited* to check people's stories. There's a lot of information about most people on the web ...

Key 1: F 2: F 3: T 4: F 5: T

Handwritten note: *Handwritten: korkak, urket*



## Grammar | page 28

- 1 Draw students' attention to the examples in the grammar box. They are all taken from the audioscript.

Put students into pairs and ask them to try to decide which of the three meanings they have.

Feed back as a class, checking understanding of the different uses of the past simple.

Refer students to the grammar reference on page 155 if necessary.

Key A: 3 B: 1 C: 1 D: 2 E: 3 F: 3

- 2 Ask students to tell you which sentences have irregular and regular verbs and use this to clarify the differences (regular verbs end in -ed whereas irregular ones often change form more significantly).

Key C, E and F have regular verbs (*arrange, live and log on*)  
A, B and D have irregular verbs (*be, get and wear*)

### Teaching Tip

If students have some difficulties with remembering the spelling of irregular past forms, you could set a few to be learned and tested each week.

- 3 Do the first question as an example with students. Ask them to find the mistakes in the other sentences. Remind them that not all the sentences are incorrect.

Key 1: Adam ~~felt~~ fell down and broke his leg.  
2: She ~~sayed~~ said she wasn't going to the party.  
4: I ~~sleeped~~ slept really badly last night.  
6: When I moved here I ~~bought~~ brought six suitcases with me.  
7: Did you ~~sent~~ send her another email?

- 4 Draw students' attention to the examples (again from the audioscript).

Ask them to use the examples to decide if the statements are true or false.

Go through answers, checking students' understanding of meaning and ensure that they are clear about the form.

Refer students to the grammar reference on page 155 if necessary.

Key Statements 2, 3 and 4 are true.

### Common error

Students will commonly use the -ed form when they should use the infinitive, e.g. *Did you used to live there? I didn't used to like her.*

This is probably caused by the fact that the -d would in any case be elided into the -t of to.

## Optional extra 10 minutes

For further practice with form, write these prompts on the board:

- 1 you/be/naughty at school? *Did you use to be naughty at school?*
- 2 I/always/be/late
- 3 I/not/work/very hard
- 4 you/enjoy/going to school?
- 5 I/love/school
- 6 I/not/be/late
- 7 you/talk in class/sometimes?

Ask students to make sentences or questions. Check work carefully for correct use of *used* or *use*.

- 5 Tell students they are going to read a text about two old friends. Look at the pictures and see if they can recognise which two women are in both pictures (Sarah Dallin is the blonde woman in both pictures and Keren Woodward is on the right of the first picture and the left of the second one).

Ask students to skim the text to find the answers to the first two questions. They should not try to complete the gaps at this stage.

Elicit a few more ideas about their lives past and present, e.g. *They used to be in a band. They used to sing with a third woman.*

Ask students if they agree that childhood friendships are more meaningful than adult ones.

Key 1: They are best friends. 2: Sarah: they have the same sense of adventure, similar interests and the same sense of humour. Keren: They still spend a lot of time together.

- 6 Ask students to read the text again and complete the text with the correct form of the past simple.

Let students check their answers in pairs, then feed back as a class, checking spelling carefully.

Discuss as a class which verbs could be changed to *used to* (states or regular actions in the past which are no longer the case).

Key 1: went (used to go) 2: left 3: lived (used to live) 4: set up  
5: had 6: did (used to do) 7: worked (used to work) 8: bought  
9: spent (used to spend) 10: wore (used to wear)

## Optional extra homework

Ask students to write a paragraph about life in the time of their parents or grandparents, e.g. *They didn't use to have the Internet.*

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workbook p20 | Exs 1-4

## Writing | page 29

### Exam information

This is an example of descriptive writing as required for Trinity ISE I Section 3. A key requirement is for the text to be well-organised, which Exercises 1 and 2 will encourage.

- 1 Ask students to read the model text and match each paragraph with a heading.  
Establish that this is a good way to organise such a text, using a chronological approach.

Key A: 2 B: 3 C: 1

- 2 Ask students to make notes about an old friend under the same three headings. Encourage them to use the adjectives from earlier in the unit.  
Ask students to write the three paragraphs. They should aim to write 110–130 words for Trinity.
- 3 Ask students to show each other their work and try to correct any mistakes.  
Encourage students to make a note of any misspellings and to try to learn their correct spelling.
- 4 Ask students to find the first mistake in the text (*meet*) and correct as a class.  
Then ask students to find six more mistakes and correct them.  
Let them check their answers together before checking as a class.

Key  
My friend Jakub and I ~~meet~~ **met** at university  
We ~~sitted~~ **sat** next to each other  
the lecturer ~~getted~~ **got** really cross  
we went for a coffee and ~~become~~ **became** really good friends.  
we ~~move~~ **moved** into a house together  
we ~~felt~~ **fell** out a few times because he didn't ever ~~did~~ **do** the washing up!

## Language Review | page 30

### Grammar

- 1 Do the first question as an example with students.  
Ask students to complete the remaining questions.

Key 1: usually 2: don't often 3: never 4: always 5: Sometimes  
6: once a week 7: almost every day 8: often

### Optional extra 10 minutes

Elicit the names of some famous people onto the board. Try to include a variety of different types of people.

Model the activity by secretly choosing one of the people. Ask students to guess who you are pretending to be. Give clues using adverbs of frequency:

- I often drink tea.
- I rarely travel by train.
- I often walk my dogs.

(The Queen of England)

Ask students to secretly choose one of the people and think about their habits.

Then put students in pairs to carry out the same activity.

- 2 Ask students to read through the text quickly before they start to complete the gaps – this is a good habit to get into.

Tell them to complete the gaps with the correct form of the present simple.

Check answers as a class.

Key  
1: lived/used to live 2: used to do 3: used to spend  
4: used to wear 5: used to be 6: wasn't/didn't use to be  
7: had/used to have 8: used to make 9: used to see  
10: used to feel

- 3 Ask students to choose the correct verb from the box to complete the sentences, using the past simple.

Check spelling of verbs in this and Exercise 2. Common problems are *fall/fell* and *feel/felt*.

Key 1: met 2: left 3: said 4: went 5: had 6: did 7: got on 8: fell out

## Vocabulary

- 4 Do the first question as an example with students. Check they understand that **two** options are correct.

Ask students to complete the remaining questions.

Check answers as a class.

Key 1: reliable/punctual 2: generous/kind 3: sociable/outgoing  
4: good/old 5: cheerful/amusing

- 5 Ask students to choose the best word to complete each sentence.

Key 1: parents 2: brothers 3: colleagues 4: best friends  
5: middle child 6: mother-in-law

### Optional extra 15 minutes

Tell students you are going to dictate a short text. They should write down as much as they can.

Read the text twice quite slowly, taking care to keep natural rhythms and intonation.

*I was born in 1937 in Poland in a mining town in the south of the country. During the War my father joined the Polish Army and at the end of the war he settled near Coventry. He found work in a factory and invited my mother and I to join him. It took a couple of years for us to get passports and visas and we when we arrived I didn't recognise my father. He used to be quite fat, but he was now much thinner. During the first few months in England I felt quite lonely and missed my friends but I found work and went to evening classes to learn English and now I feel at home here.*

Let students check their work together and help each other to complete any gaps they have.

If they have missed anything, ask them to try to guess what was there.

Encourage them to check spelling, especially of past tense forms.

Let them compare their work with the original text and notice where they have made mistakes with spelling or grammar.

This kind of exercise is useful for all kinds of students, but can be particularly helpful for those students who are quite fluent but have difficulty with putting their English into writing.

# Right for the job

## Premium | Unit 04

### Preview

**Vocabulary:** jobs; work

**Grammar:** question forms; present perfect

**Reading:** prediction; reading for specific information; guessing meaning from context; matching descriptions to paragraphs; multiple choice (PET Part 2)

**Listening:** listening for specific information; multiple choice (PET Part 2); note taking; listening to identify opinions (PET Part 4)

**Speaking:** agreeing and disagreeing (PET Part 2); extended speaking (Trinity ISE/GESE; SFL); expressing opinions

**Writing:** a job application (ISF I Part 2); planning and checking your work

### Introduction | page 31

- 1 Ask students to look at the title of the unit and elicit different jobs they know.

Put them in pairs to guess the job in each picture before feedback.

Put students into pairs and ask them to discuss the questions.

Elicit feedback and end the discussion by asking students which job in the picture they would most like to do and encourage them to give reasons.

#### Teaching Tip

Wherever possible personalise tasks in order to allow for different individual responses based on learners' own experience, opinions or imagination.

Key

**Clockwise from left:** shop assistant, lawyer, carpenter, architect, hospital porter

#### exam reviser p6 | 4.1

Put students into pairs to look at the words for jobs in the Exam Reviser and check they understand them.

- 2 R.11 Tell students that they are going to listen to five jobs being described and that they should try to identify each job.

Play the recording.

Ask students to compare their answers in pairs before feedback.

Ask students to tell you which words helped them identify each job. E.g. For A, key words and phrases might be *works in the countryside*, *animals*, *grow things to eat*. See underlined phrases in the audioscript R.11.

#### R.11

- A This person works in the countryside. They look after animals or grow things to eat. They need to be hard-working and good at getting up early.
- B This person works in a hospital. They look after the patients. They need to be friendly and hard-working.
- C This person often works in other people's houses. They make things from wood. They need to be careful and creative.
- D This person works at home. They look after the house and the children. They need to be patient.
- E This person can work in an office or outside. They design and build machines, engines or bridges and roads. They need to be well-educated.

Key

A: farmer B: nurse C: carpenter D: housewife E: architect

- 3 Put students into pairs and tell them that they are going to describe a job to their partner. They can look at the Exam Reviser for ideas. Direct them to the questions and ask them to make notes. Make sure that they understand that they have to guess each other's jobs and that during the activity they will practise questions and guess answers.

#### Teaching Tip

Encourage students to become aware of the aim of each activity – both in terms of language learning and content. Guessing games have the language learning goal of practising different kinds of question forms and the content goal of guessing answers.

#### Vocabulary development

Write these headings on the board: *Experience*, *Qualifications*, *Skills*.

Ask students to match them to these definitions:

- 1 special abilities to do something (skills)
- 2 formal records that a person has achieved the standard of knowledge or skill in a subject (qualifications)
- 3 the process of getting knowledge from doing, seeing and feeling things (experience)

Ask students to provide examples of all three headings and write them on the board. Possible examples are:

**Skills:** *making clothes*, *playing a musical instrument*, *drawing or painting*

**Qualifications:** *degree*, *diploma*, *certificate*

**Experience:** *working in an office*, *travelling abroad*, *managing people*

#### exam reviser p6 | 4.1

Ask students to add any other words for jobs that they know to the list in the Exam Reviser.

Ask them to group as many words as they can under these headings: *Creative*, *Health*, *Education*, *Sales and service*.

In feedback, discuss any differences of opinion about which words belong under which heading.

#### workbook p22 | Exs 1-5

## Reading | page 32

- 1 Tell students that they are going to find out more about the world of business. Ask them to look at the list of qualities and check understanding of key words, e.g. *confident, hard-working, courageous, decisive*.  
Ask them to work individually to choose the qualities they think are important before comparing their ideas in pairs.  
Elicit feedback.
- 2 Tell students that they are going to read a text about a reality TV show called *The Apprentice*. Ask them to guess what the aim of the programme is by using the picture as a prompt.  
Ask students to read paragraph A to check their guesses.  
Tell students that they are going to match descriptions with each paragraph in the text. To help them do this, they should read the first line and final line of each paragraph.  
Put students into pairs to compare their answers.  
Feed back and elicit from students the words and phrases that helped them choose the correct match.  
Ask students to read the advice in the skills box. Did they follow this advice when they were doing the activity?  
Explain that there are different kinds of strategies for different kinds of reading. Matching tasks require students to concentrate on key parts of the text and to skip parts that they know are unimportant.

Key

- 1: C  
(Over twelve weeks the contestants live and work together ...)
- 2: A  
(Fourteen men and women compete to see who can win a six figure salary ...)
- 3: D  
(someone who ... has new ideas, a flexibility of approach, and the determination to help him build a successful business.)
- 4: F  
(The programme was first produced in the USA ...)
- 5: B  
(Sir Alan made his way from poverty to being one of the richest men in Britain ...)
- 6: E  
(over 10,000 people applied to be on the programme ...; Most of the candidates ... had experience of running their own businesses ...)

Key

- 1: B 2: A 3: C 4: B 5: A

- 4 Ask students to recall information that they read about the candidates on the show before putting them in pairs to discuss the two questions.

Monitor and provide help where necessary before feedback.

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## Grammar | page 33

- 1 Tell students that they are going to choose two candidates for *The Apprentice* and ask them to read the questions carefully.
- 2 R.12 Tell students that they are going to listen to two candidates being interviewed. Ask them to look at the photos and speculate about what kind of people they are: their personalities, skills and qualities.  
Tell them to look at the questions in Exercise 1 while they listen to the recording.  
Play the recording and ask them to write the number of the question for each answer they hear.  
Ask students to compare their answers before eliciting feedback.

### R.12

- A Jared Evans
- B Nothing much. Most problems have a solution in my experience – so I'm usually pretty happy.
- C JARED EVANS
- D I guess it is a pretty high priority. I certainly wouldn't mind earning £100,000 a year. In fact, a bit more than that would be even nicer!
- E Yes, actually, I'm into fire-eating. You know, like in a circus. I can put the fire out in my mouth. It's quite impressive. I have a few other circus skills as well, juggling, acrobatics, and so on.
- F Well, yes, I have once. But I was only about seven. It was on a Saturday morning kids' show. I was in the audience.
- G Nothing, really. I think I can honestly say I'm not afraid of anything ... well, maybe a really big hairy spider!
- H Well, at the moment about 30 K, just over £30,000. But I get a lot of bonuses for good work, you know, so my take home pay is always a lot more than that.
- I I didn't do too badly, I think. I wasn't top of the class, like, but I was OK. I finished school with a few qualifications. But really, you know, you learn more in the real world, don't you? In the University of Life!
- J Gail Austen.
- K GAIL AUSTEN
- L Well, I get on with most people, you know. I'd say I was pretty sociable and easy-going.
- M No, not really. I'm not doing this for the money. I just think it would be an amazing experience, that I could really learn something about myself.
- N I'm working for a small-scale theatre company.
- O Er, well, I have actually, but it wasn't anything serious. It was when I was a student. We were protesting against testing on animals and I managed to get myself arrested. But it didn't go to court or anything.
- P Yesterday. I was stopped by someone collecting in the street. I can't remember what the name was. Something for children abroad.
- Q Yes, actually. I've had a few walk-on roles in various TV programmes. I was in *EastEnders* last week, in one of the pub scenes. I didn't have any lines, but you can see me in the background.
- R Hearing news stories about children getting hurt. Sometimes I can't bear to watch

### Order of questions

- 1: (What's your name?)  
 7: (What makes you sad?)  
 2: (Can you spell that, please?)  
 9: (Is money important to you?)  
 8: (Do you have any unusual hobbies or talents?)  
 4: (Have you ever been on television before?)  
 12: (What frightens you?)  
 10: (Would you mind telling me how much you earn?)  
 11: (Did you do well at school?)  
 1: (What's your name?)  
 2: (Can you spell that, please?)  
 5: (What do you think are your best qualities?)  
 9: (Is money important to you?)  
 3: (Can you tell me what job you do?)  
 13: (Would you mind telling me if you have ever been in trouble with the police?)  
 6: (When did you last give money to charity? Which one?)  
 4: (Have you ever been on television before?)  
 7: (What makes you sad?)

Key

- 3 Ask students to read the information about question forms in the grammar box.

Put them into pairs and ask them to read the questions in Exercise 1 and find another example of each type of question (A–E).

Monitor the pairs and direct them to the grammar reference on page 155 where necessary.

Check answers and remind students that indirect questions are often used when people want to be polite.

- A: Can you spell that, please?/Can you tell me what job you do?  
 B: Did you do well at school?  
 C: What frightens you?  
 D: What's your name?/What frightens you?  
 E: Can you tell me what job you do?

Key

- 4 Tell students that they are going to interview the person who won *The Apprentice* and elicit that some of the questions they need to ask will be in the past tense.

Do the first question together, making sure that they understand that they are talking about the past.

Ask students to write the questions individually before comparing their answers in pairs.

Check answers as a class.

- 1: What is your background like?  
 2: What was your first job?  
 3: What qualifications do you have?  
 4: Can you tell us what working for Sir Alan Sugar is like?  
 5: Do you know what the other contestants did afterwards?  
 6: Who did you like most on the show?  
 7: Who liked you most on the show?

Key

- 5 R.13 Tell students that they are going to listen and match the answers to the questions in Exercise 4.

Play the recording and ask students to do the matching task.

Elicit feedback. Ask students to give you the words and phrases that helped them choose the correct match.

### R.13

- A I think I got on with most people, but the person I've really become close to is Susan. We just had a lot in common.  
 B Well, he's a hard boss and if he thinks something's wrong he will tell you in no uncertain terms! I get into work about 8 a.m., though sometimes it's earlier, and rarely leave the office before 8 p.m.  
 C I was born and brought up in the East End of Glasgow. My mother had six children and three jobs. She used to work about twelve hours a day, but she always had time for us, too.  
 D I don't really know! I would hope that most people liked me. I don't think you have to be aggressive to succeed in business.  
 E Yes, I've kept in touch with most of them. Susan has set up her own business, and Barbara wants to be a journalist!  
 F I have a degree in Business Studies, which I did part-time while in my first job for the Royal Mail.  
 G Well, my first significant job was with the Royal Mail. I started off delivering letters and worked my way up to become a regional manager.

Key

A: 6 B: 4 C: 1 D: 7 E: 5 F: 3 G: 2

- 6 Ask students to look again at the reading text and write five questions based on the text.

Put students into pairs and ask them to ask and answer each other's questions.

workbook

p25 Exs 1–4

## Grammar | page 34

- 1 Ask students to look at the photo and elicit what they know or can guess about the job of a resort representative.

Write these pairs of words and phrases on the board and ask students to guess which word in each pair is important to the job of a resort representative.

- background in working with people/background in finance
- outgoing/shy
- self-motivated/easy-going
- able to speak other languages/able to drive
- IT skills/communication skills

Ask students to read the text as quickly as they can to check their guesses.

Elicit feedback.

Ask them to read the text again and make notes under each heading.

Ask them to compare their notes in pairs before checking answers.

Key

**Brief description of the job:** resort representative for a summer walking holiday in the Swiss mountains  
**Personal qualities needed:** applicants need to be friendly, outgoing, self-motivated and to have initiative  
**Skills/Abilities needed:** good communication skills, ability to speak French, German or Italian  
**Experience needed:** background in customer service, hill walking experience, local knowledge

### Teaching Tip

Encourage students to apply their own background knowledge and experience to the reading of texts.

- 2 Tell students that they are going to read two letters of application for the job of resort representative. Ask them to read the letters quickly and decide which person is most likely to get the job.  
 Put students in pairs to compare their answers and then feed back. Encourage students to justify their choice by using words and phrases from the text.

### Candice Holmes

**Skills:** speaks German fluently; good communication skills  
**Qualities:** hard-working and motivated (she says)  
**Experience:** walking (but not hill walking)

### Simon Rogers

**Skills:** good communication skills; local knowledge; speaks French and some German  
**Qualities:** none mentioned  
**Experience:** previous tour guide experience; walking in the Swiss Alps  
 Simon Rogers is probably the better candidate because he has more relevant experience.

- 3 Direct students back to the letters. Ask them to tell you what tenses they can identify in the letter.  
 Ask them to match the tenses to the rules.  
 Explain that we often use present perfect to talk about experience when the time is not important, e.g. *She has been to Spain*, and we use past simple to talk about actions in the past when the time is known, e.g. *I left my job last year*.

1: A 2: A 3: B 4: B 5: B 6: A 7: B 8: B 9: A 10: A 11: B

The simple past is used with A (referring to an action or state at a definite time in the past).  
 The present perfect is used with B (referring to an action or state at an unknown time in the past).

- 4 Ask students how they form the present perfect. Tell them to look back at the letters to help them. If necessary, refer them to the grammar reference on page 156.  
 Elicit the form for negative statements from the students.  
 Ask students to look at the words in the box and write down the past participle form of each one.

**Past participles:** been, begun, come, done, fallen, felt, gone, known, run, seen, shown, spoken, stolen, taken, woken, written

### Teaching Tip

Students need the opportunity to practise form as well as use. Several optional activities are provided here to give additional practice of form.

### Optional extra 10 minutes

Dictate these sentences twice and ask students to write down the present perfect form of each one.

- 1 I didn't do it.
- 2 He worked hard.
- 3 He wrote the letter.
- 4 I spoke to the manager.
- 5 I saw him.
- 6 He began a new job.

### Answers

- 1: I haven't done it.
- 2: He has worked hard.
- 3: He has written the letter.
- 4: I have spoken to the manager.
- 5: I have seen him.
- 6: He has begun a new job.

- 5 Direct students to the two sentences and ask them if they know what the difference in meaning is between the two examples.  
 Elicit feedback and ask: *In which sentence is Claudine in Paris now?* (the second)

*Claudine has been to Paris.*  
 She has visited Paris at an unknown time in the past.  
*Claudine has gone to Paris.*  
 She is in Paris now.

- 6 Put students into pairs and ask them to find the mistakes in each sentence and correct them. Remind them that some of the sentences are correct.  
 Elicit feedback from the students and ask them to write the correct sentences on the board.

1: My first job ~~has been~~ was in a shop. Now I'm an airline pilot.  
 3: In 1999 I ~~have~~ started work as a bus driver.  
 5: I ~~have~~ applied for six jobs, but I didn't get any of them.

- 7 Tell students that they are going to read a short text about someone's background, education and skills.  
 Ask them to read the text as quickly as possible and then elicit information about the writer from the students.  
 Ask students to work on their own to complete the text with the correct form of the verb.  
 Put them into pairs to compare their answers before feedback.

1: visited 2: have read 3: have done 4: climbed 5: studied  
 6: have visited 7: haven't had

### Optional extra 10 minutes

To give students further practice in using the present perfect forms in both positive and negative statements, write these prompts on the board:

- Swiss Alps
- Table Mountain
- sailing and surfing
- climbing and walking
- Polish
- French
- Germany
- Russia

Ask students to look at the list of words and phrases and recall the experiences of the writer in Exercise 7, e.g. *He has been to the Swiss Alps. He hasn't been to Table Mountain.*

#### premium plus 14

- 8 Direct students to the prompts and ask them to make sentences that are true about their own experience. Ask them to compare their sentences in pairs before feedback.

#### premium plus 15

### Optional extra 10 minutes

To give students further practice of using present perfect forms, ask them to write five sentences about their own experience. Four experiences should be true and one experience should be false.

I have worked in Italy.

I have lost my wallet.

I have studied Russian.

I have played in a band.

I have met a famous person.

Put them into pairs and ask them to read their sentences to their partner who then guesses which statement is false.

#### WORKBOOK p26 Exs 1-4

## Writing | page 35

- 1 Tell students that they are going to write an application letter for a job. Ask them to read the questions and find the answers by referring to the examples on page 34.

Put them into pairs to compare their answers and then feed back.

1: Dear Sir/Madam

2: I would like to apply for the job of ...

3: I look forward to hearing from you in the near future.

4: Yours sincerely

5: Yours faithfully

6: no contractions, more formal phrases, e.g. *in the near future* rather than *soon*

#### EXAM REVISER p23

Ask students to make a note of useful language for job application letters in the Exam Reviser.

- 2 Tell students to look at the job advertisement for a counsellor and read it to find out the skills, qualities and experience needed.

Check answers as a class.

Ask students whether they would like to do a job like this and encourage them to justify their answer.

**Skills:** canoeing, horse riding, sailing, tennis, windsurfing

**Qualities:** energy and enthusiasm, willing to get involved with everything, must like children

**Experience:** looking after children

- 3 Tell students to plan their own letter of application for the job. Ask students to recall the features of this kind of letter referring them back to Exercise 1 and the Exam Reviser if necessary.

Ask students to plan their own letter using the letters on page 34 as a guide.

Tell them to write their letter out in full, using the words and phrases in their plan.

Put students into pairs and ask them to exchange their letter with their partner. They should check that the letters are divided into three paragraphs and that the grammar, spelling and punctuation are correct.

At the end of the activity direct students to the writing skills advice. Ask them how they felt about planning their answer.

- How similar was their finished work to their plan?
- Did they feel happy with it?
- Do they think that planning is a useful process?

Explain that planning helps most people think about what information to include and what language to use.

## Listening | page 36

- 1 Direct students to the question and elicit what they know about the different ways in which employers can choose the best candidate.

Put students into groups to rank the different ways in order of effectiveness from 1—worst to 4—best and then elicit feedback.

- 2 R.14 Tell students they are going to listen to Carole Clark talking about the ideas mentioned in Exercise 1.

Play the recording and ask them to listen and compare their ideas with hers.

Elicit feedback.



## R.14

I = Interviewer, C = Carol

- I: So, apart from interviewing someone, what other ways are there of selecting the right person for the job?
- C: Well, we're not dismissing interviewing. A structured interview is still the most effective single way of finding the best candidate, but if you combine it with other methods, you can make the recruitment process even more effective. Most employers also ask for references, where a previous employer describes what they think are the strengths and weaknesses of the candidate, but research shows that these are only about twelve percent effective.
- I: Really? Why is that?
- C: Well, there's rarely anything negative in them. Sometimes I guess employers just want to be nice and not spoil someone's chances, or maybe they just want to get rid of the person! So ideally, you need to combine a variety of approaches to really get a rounded picture of the candidate.
- I: Can you describe some of these approaches for us?
- C: What type of task you give often depends on the job. If it's a clerical or administrative role, you might set a typing test, or what's called an 'in-tray exercise' – you give them a list of tasks they might find in the in-tray on their desk and get them to work through them. Everyone's going to tell you that they're well-organised and efficient, but this will prove it – or not.
- I: What about for a more senior post?
- C: Well, if it's an academic or managerial post, you might ask them to give a presentation. This can help you assess both their knowledge and their written and oral presentation skills.
- I: And aren't there ways of seeing how well people work together?
- C: Yes, group exercises can be useful for assessing leadership qualities or just how people work in a team. A group of candidates might be given a specific task to achieve, or simply asked to discuss a topic.
- I: And you're trying to find out more about their personality?
- C: Basically, yes. Of course, psychometric testing is another popular way of doing this. Well, actually, psychometric tests can be used to test for two different things: to find out more about your personality, or to see which different aptitudes or skills you have. Personality tests are usually a series of statements that you agree or disagree with. For example, you might see the statement, 'I enjoy working with others'. You would then say if this was true or not, for you.
- I: And what about aptitude tests? What sort of skills might they be testing?
- C: These would look at things like how good you are with numbers, or following a logical argument.
- I: I see. And is it true that employers are starting to use these kinds of tests more when they are interviewing to find someone for a job?
- C: Yes, in this country at least they are becoming much more popular. You will often be asked to complete one as part of a job interview. Possibly this is because many more people these days are graduates, about fifty percent of young people in fact, and employers want to find a way to choose between two good candidates who both have a degree.
- I: So should I try to make myself look as good as possible, even if it means lying in the test?
- C: You should always try to be truthful because the people who analyse the test may be able to tell if you're not. But you know, the results of these tests can often help you as well as the employer.
- I: In what way?
- C: Well, you might find out that actually you're more suited to a different type of job, perhaps something you wouldn't have thought of otherwise.

- I: So I could do a test myself to find out what I'm good at and what job I'd like to do?
- C: Exactly.
- I: Are these tests really reliable? Will they really measure my abilities and personality accurately?
- C: Well, most tests are developed over a number of years, with lots of checking and rewriting of each question. But they can never be a hundred per cent accurate, it's more of an indication really, maybe reliable about half the time.
- I: Thank you for your time, Carole. That was fascinating.

**3 R.14** ▶ Tell students that they are going to listen again to the interview with Carole Clark.

Ask them to read the questions carefully and underline key words.

Explain that highlighting key words before listening is a very important skill and can help them understand text more easily.

Play the recording again and ask students to answer the questions.

Put students into pairs to compare answers and then elicit feedback.

End the discussion by asking students if anything she said surprised them and to explain why.

**Key** 1: C 2: A 3: B 4: C 5: A 6: C

**4** Ask students to read the questions. Explain that their responses could help them find out their ideal job.

Students answer the questions individually.

Ask them to compare their findings with other students.

**5** Ask students to check the answers to the test in Exercise 4 on page 175.

Tell them to discuss the questions and then elicit feedback.

End the discussion by asking if there was a set of suggested careers common to the whole group.

## Vocabulary development

### Either

Direct students back to the test and find jobs with these definitions:

- 1 person who designs buildings and houses (architect)
- 2 person who designs bouquets of flowers (florist)
- 3 person who translates spoken language (interpreter)
- 4 person who makes wooden furniture (carpenter)
- 5 person who runs a hotel (hotel manager)

### Or

Write these headings on the board: *Media, Shops, Finance, Arts and culture.*

Then write these words on the board and ask students to group these jobs under the correct heading:

accountant artist banker butcher disc jockey  
florist greengrocer newsagent photographer publisher  
reporter sales assistant tax inspector TV presenter

### Answers

**Media:** publisher, TV presenter, disc jockey, reporter

**Shops:** butcher, newsagent, greengrocer, sales assistant

**Finance:** banker, accountant, tax inspector

**Arts and culture:** artist, photographer, florist

## Speaking | page 37

- 1 Tell students they are going to talk about their ideal job. Ask them to make some notes under each heading. Provide these prompts if necessary:

- The best things about it are ...
- To do this job you need ...
- The bad thing about it is ...
- I think/I don't think I will do this job one day because ...

Monitor and provide help where needed.

### Exam information

In ESOL Skills for Life Task 1 students are asked to describe and give opinions about a known person or place. They can talk about family members, classmates, work colleagues or about places they have worked in or visited. This part of the test lasts up to 3 minutes.

- 2 Put students into pairs for the activity. Encourage them to ask and answer questions.

End the activity by asking students if there is a common ideal job among the students.

## Vocabulary | page 37

- 1 Direct students to the word map and ask them to complete it in pairs.

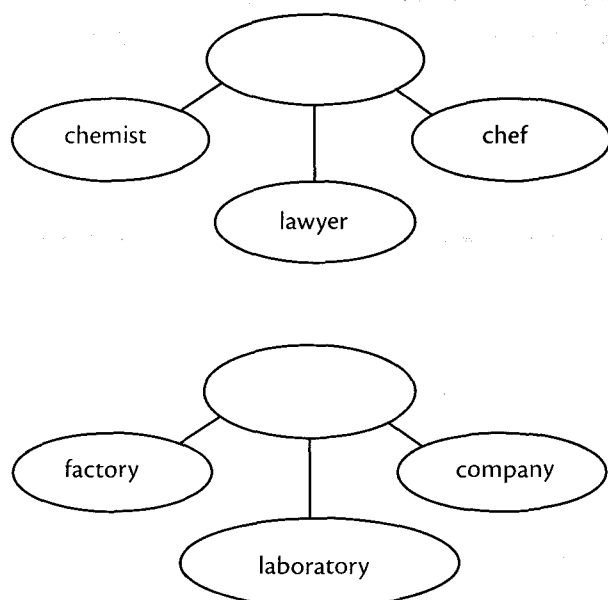
Elicit feedback.

exam reviser p6 | 4.2

Ask students to add other words related to work in the unit to the list in the Exam Reviser. They could add these words to the word map in Exercise 1.

### Optional extra 10 minutes

To give further practice in recording vocabulary in a visual way, ask students to provide word map headings for these words:



### Learning Tip

Direct students to the learning tip and explain that recording vocabulary in a visual way can help their ability to remember words.

workbook p26 | Exs 1-3

## Functions | page 37

- 1 Put students into pairs and ask them to rank the functions from strongest to weakest.

Elicit feedback.

From strongest to weakest:

### Agreeing

That sounds good

You could be right

I suppose so

### Disagreeing

Definitely not!

I don't think so

Perhaps that's not such a good idea

exam reviser p18

### Teaching Tip

Showing grades and scales from strongest to weakest on the board can help students understand meaning.

- 2 Direct students to the pictures and task and explain that they have to choose a suitable calendar for the children's hospital. Explain that they should discuss all options fully and use the functions of agreement and disagreement from Exercise 1 in their discussion.

Put students into groups for the discussion.

Elicit feedback. End the discussion by asking if each group had chosen the same calendar.

premium plus 16

### Exam information

In ESOL Skills for Life students have to take part in a role play where they have to listen and respond appropriately to other points of view. This part of the test takes up to 3 minutes.

### Exam Tip

In PET Speaking Part 2 students have to discuss some pictures with a partner and reach agreement. It is important for students not to agree immediately and that they remember to ask their partner's opinion.

- 3** Tell students that they are going to read a review of how candidates carried out the task in Exercise 2 on *The Apprentice*. Direct them to the subtitle of the review (*The question isn't who should be fired – it's who would want to hire any of them!*) and ask: *Did the candidates do the task well or badly?* Ask them to read the text quickly to check their guesses. Ask them to read the text carefully and answer the questions. Put students into pairs to compare answers before feedback. End the discussion by asking students if they were surprised by the way in which the candidates approached the task set. Ask them if they agree with the reviewer.

**Key**  
 1: One team designed a calendar with pictures of cats. The other team designed a calendar with pictures of babies dressed up in work clothes.  
 2: We don't know.  
 3: He didn't like either of them.

- 4** Put students into pairs to discuss the questions and then feedback. End discussion by asking if there is a TV celebrity they admire and why. Would any students in the class like to be TV celebrities? Encourage them to explain why.

## Language Review | page 38

### Grammar

- 1** Quickly review question forms and ask students what questions they can remember from the list given to candidates for *The Apprentice*. Do the first question together with the students. Ask the students to work in pairs to complete the remaining sentences. As you go through the answers, check students understand the reasons for each choice and refer them to the grammar reference if necessary.

**Key**  
 1: are 2: is 3: Have 4: Do 5: have 6: Did 7: have 8: what

- 2** Ask students to recall the rules for the uses of the present perfect and past simple tenses. Do the first question together with the students. Ask students to work individually to complete the task before comparing in pairs. Check answers as a class.

**Key**  
 1: Have you had 2: Have you made 3: I worked 4: did 5: went 6: has never been 7: spent 8: has interviewed

- 3** Ask students to work individually to complete the sentences. Remind them to read the sentences very carefully so that they choose the correct tense. Put them into pairs to compare their answers before feedback.

**Key**  
 1: has had 2: did not work 3: have learned 4: wanted 5: was not 6: has written 7: left 8: has gone

- 4** Put students into pairs to complete to find and correct the mistakes.

Check answers as a class.

**Key**  
 1: She ~~have~~ **has** been with the same company for five years.  
 2: He gets bored easily so he **has** changed jobs twice.  
 3: Did you ~~applied~~ **apply** for the job?  
 4: ~~Does~~ **Do** you do a lot of travelling in your job?  
 5: I ~~have been~~ **went** to America twice last year.  
 6: He is a very successful journalist and **has** interviewed many famous people.  
 7: He didn't ~~liked~~ **like** his job so he left.  
 8: ~~Do~~ **Did** you get the job yesterday?

### Optional extra 10 minutes

Write these prompts on the board and ask students to make their own sentences using the present perfect or past simple in each one:

- When I was a child ...
- ... last year.
- ... twice.
- ... for five years.
- ... so I left.
- ... yesterday.

### Vocabulary

- 5** Ask students for as many words for jobs as they can remember from the unit before putting them into pairs to identify the jobs.

Elicit feedback.

**Key**  
 1: architect 2: hospital porter 3: shop assistant 4: carpenter 5: lawyer

- 6** Ask students to look at the words in the box and say which four words would be included on a CV (*skills, experience, qualities, qualifications, reference*).

Ask them to complete the sentences individually before comparing in pairs.

Check answers as a class.

**Key**  
 1: presentation 2: candidates 3: qualities 4: hard-working 5: reference 6: skills 7: qualifications 8: experience 9: hire 10: job description 11: fire

### Preview

**Vocabulary:** landmarks and directions; city places; describing places

**Grammar:** comparison; qualifiers and intensifiers (*much, a bit, quite*)

**Reading:** skimming; short answers; True/False (PET Part 3)

**Listening:** listening for specific information; gap fill (PET Part 3)

**Speaking:** extended speaking (Trinity ISE/GESE; SFL); choosing a holiday destination (PET Part 2)

**Pronunciation:** numbers and numerical expressions

**Writing:** an informal letter (PET Part 3; SFL; ISE descriptive writing); punctuating a text; sentence transformation (PET Part 1)

### Introduction | page 39

Ask students to look at the pictures of different cities and answer these questions:

- Can you identify any of the cities?
- What are the famous buildings or landmarks shown?
- Have you visited any of these cities? What were they like?
- Which of these cities would you most/least like to visit? Why?

### Cultural information

The pictures show (clockwise from bottom left):

**The Sydney Opera House** in Sydney, Australia. This was built in the 1960s and in 2007 it was named as a UNESCO World Heritage Site.

**The Colosseum**, Rome, Italy. In Ancient Roman times, the Colosseum was used for gladiatorial contests and other public events. It seated around 50,000 spectators.

**The Basilica of the Sagrada Familia**, a Roman Catholic Church in Barcelona, Spain. It was designed by Gaudi and work started on it in 1882. It remains unfinished.

**The Golden Gate Bridge** in San Francisco, California, United States. An instantly recognisable symbol of the city, it was the largest suspension bridge in the world when it was completed in 1937.

**The Burj al-Arab** is a luxury hotel in Dubai. It is probably the most expensive hotel in the world, with rooms costing between \$1,000 and \$28,000 dollars a night. It was designed in the shape of a dhow, an Arabian boat, and has fast become a symbol of the modern Dubai.

- 1 Ask students to close their books and then write the cities in the box onto the board in no particular order.

Tell students that these cities were voted the best in the world and ask them to work in pairs to try to put them in order.

Get a few ideas from the class about which city they think should be top of the list, and why.

Let students compare their ideas with the original list.

Ask students to try and answer the questions about the cities in the list.

- 2 R.15 Play the recording for students to check their answers to Exercise 1.

### R.15

- 1 Paris is probably the most visited in the world, with 28 million visitors each year.
- 2 New York has yellow cabs and 6,374.6 miles of streets.
- 3 Istanbul is home to the beautiful Blue Mosque, built between 1606 and 1616.
- 4 Cape Town is overlooked by Table Mountain, 1,000 metres high.
- 5 New York has a population of 8 million, of which 40% were foreign-born.
- 6 Sydney has a bridge which takes ten years and 30,000 litres of paint to repaint.

- 3 R.15 Explain that it can be difficult to know how to express or pronounce numbers and numerical expressions. In English, for example, the year 1616 would be expressed *sixteen-sixteen* but in other languages it is *one thousand, six hundred and sixteen*.

Ask students to listen again and check how to pronounce the numerical words and expressions.

Get students to say the words and expressions and correct and drill as necessary.

### Language note

When expressing large numbers (more than 100) we say them in groups of hundreds. The order is as follows: billion, million, thousand, hundred. Notice that we do not make them plural – *six hundred not six hundreds*.

E.g. 6,349,433 is *six million, three hundred and forty-nine thousand, four hundred and thirty-three*.

In British English there is always an *and* between *hundred* and another number.

Each *number* of a decimal is pronounced separately.

E.g. 3.25 is *three point two five*.

The top number of a fraction is cardinal (one, two) and the second number is ordinal + -s.

E.g. 5/8 is *five eighths*.

**Note:** 1/2 *half*; 1/4 *a quarter*; 3/4 *three quarters*

Telephone numbers are usually pronounced in single numbers, not in pairs of numbers.

E.g. 673251 is *six seven three two five one*, not *sixty-seven, thirty-two, fifty-one*.

### exam reviser p7 | 5.1

Ask students to write the numbers and numerical expressions in the correct category in the Exam Reviser. As you check answers, make sure that students can pronounce them correctly.

### premium plus 17

### Vocabulary development

Write these numerical categories on the board and ask students to give an example for each one: *Speed, Telephone number, Height, Football score* (e.g. 2–nil).

Check they can also pronounce these numbers correctly.

Finally, look at all the different ways of expressing '0': *nil, zero, nought, O*.

Ask students to discuss when they would use them.

## Language note

*Nil* is usually used in sports results.

*Zero* is used in scientific or technical contexts, e.g. *zero inflation*.

*Nought* is often used before or after a decimal point, e.g. 0.75 (*nought point seven five*).

*O* (pronounced /əu/), is most often used in telephone numbers, e.g. 01967 (*oh one nine six seven*)

## Optional extra 10 minutes

Tell students you are going to read them a short text about Sydney, Australia.

Elicit some of the things they already know about the city.

Read the text aloud and ask students to write down all the numbers and numerical expressions they hear.

*Sydney is not the capital of Australia, but it is perhaps the most famous city. It was first settled by the British in 1788 when 400 settlers and 750 convicts arrived on the First Fleet. The population now is 4,085,578 and it is one of the largest cities in the world, at least in terms of land size. It reaches across 1,580 kilometres, about the same as London.*

*Sydney is nearly always sunny. In fact it is only without sunshine for 23 days a year. The average January temperature is 22 degrees Centigrade and the average temperature in July is still a very pleasant 12 degrees.*

Ask students to check their answers with their neighbours and add any they missed.

Finally check as a class and see if students can remember what the numbers referred to.

## Optional extra 10–20 minutes

Ask students to write a list of their ten best cities. They should be prepared to say why they have chosen them.

Put students into small groups and ask them to agree on a joint list of ten cities. Encourage them to persuade the others of their point of view.

You could continue joining groups together until the whole class has to decide on the ten best cities.

## Optional extra homework

Ask students to research some facts and figures about their home town or city or the city they are living in.

Tell them to write a short text using the information.

In a subsequent class, ask them to read their text out to some of the other students who should try to write down the figures they hear.

The student who wrote the text can then check their answers.

## Listening | page 40

1 Direct students to the words in the box and check they understand: *underground* (UK) / *subway* (US).

Put students into pairs and ask them to discuss which forms of transport they prefer and why. They should think about: cost, convenience, speed, environmental impact, etc.

Briefly feed back as a class.

2 R.16 Tell students that they are going to listen to a tour guide talking about transport in New York.

If appropriate, tell them that this is an example of a PET Listening Part 3.

Direct them to the skills box and ask them to look at the gaps first and try to identify what kind of words they will be listening for. There may be 1 or 2 words for each gap.

For example, the first gap is almost certainly a time.

Play the recording and ask students to complete the gaps.

Let them check answers together, then play the recording again.

Check answers as a class.

## R.16

With over 6,000 miles of streets, walking around New York might sound difficult. However, the city divides into different districts and walking can be the best way to get to know an area. The streets and sidewalks are busiest during the rush hours – 8–10 a.m., 11.30–1.30 p.m. and 4.30–6.30 p.m., Monday to Friday. Throughout these periods it is better to face the crowds on foot than attempt any journey by bus, taxi or subway.

At other times of day and during holiday periods when the traffic is lighter you could hop on a bus. The city's more than 4,000 buses cover over 200 routes around the city. The buses are modern, clean and air-conditioned and many run 24 hours a day, every day. You can pay the fare using a Metrocard or cash. You will need the exact change.

Or take one of New York's famous yellow taxi cabs. Only the yellow cabs are licensed, which means they are inspected and insured. Taxi ranks are scarce but you can hail a taxi on the street. If their roof numbers are lit up, they are available. Occupied cabs have their top lights switched off. A few drivers now accept credit cards, but most will want to be paid in cash. You should tip the driver about 15%.

But probably the quickest and most reliable way to travel in the city is the subway. There are 468 stations and most routes operate 24 hours a day. The fare is \$2 no matter how far you travel. You should, however, be careful when travelling alone and late at night.

If you just fancy a sightseeing trip, why not take a ferry? The Circle Line runs a ferry to the Statue of Liberty and Ellis Island and the 24-hour Staten Island ferry will take you on a 20–30 minute trip around the harbour. It's also something of a bargain as, since 1997, the price of a ticket was reduced from 50 cents to absolutely nothing!

Whichever way or ways you choose to get around New York, you are sure to enjoy visiting this amazing city of eight million people.

Key  
1: 11.30–1.30 p.m. 2: 200 3: exact change 4: taxi ranks  
5: available 6: 15% 7: 468 8: \$2 9: Circle 10: 1997

## Exam Tip

The answers to this type of question will often be numerical, so it is useful for students to know how to express and pronounce numbers and numerical expressions.

## Vocabulary | page 40

1 Model the activity by drawing a sample diagram on the board and asking students to guess which words you are representing.

Ask students to work in pairs, taking it in turns to draw and guess.

Finish by checking understanding with the class as a whole.

## Cultural information

Note that there are different kinds of pedestrian crossings. A zebra crossing has black and white lines painted on the road and orange lights. In the UK, cars must stop if they see someone about to cross. With a pelican crossing, the name comes from the acronym for a Pedestrian Light Controlled Crossing. The pedestrians activate the crossing when they push the button on the 'wait' box and must only cross when they see a green man lit up.

exam reviser p7 | 5.2

Ask students to write the words in the box in Exercise 1 next to the correct picture in the Exam Reviser.

- 2 Ask students to match the words with the diagrams.  
As you check answers, make sure they understand that you *turn left*, but *take the first/second left*.

Key  
1: turn left 2: walk past 3: cross the road 4: continue straight ahead/on 5: follow the road 6: take the first/second turning on the right

- 3 Ask students if anyone has been to New York. What famous landmarks can they name?

E.g. *Statue of Liberty, Central Park.*

Look at the street map of the Upper Midtown District. Ask students what they know about the places on the map.

## Cultural information

Upper Midtown was the home of millionaires Astor and Vanderbilt in the 1800s and it is still a very prestigious area, particularly well-known for its luxury stores and museums. Saks is one of the city's best department stores, located on the famous Fifth Avenue, and Tiffany's, the jewellery store, is also located here. The Museum of Modern Art houses one of the world's finest art collections and the Museum of Radio and Television has a vast library of historic broadcasts. Visitors could also stay at the famous Waldorf-Astoria Hotel.

- 4 R.17 Tell students that they are going to listen to and follow a route around the Upper Midtown.

Play the first part of recording 17 to *In front of St Bartholomew's Church*. Check students are at the correct starting place on the map, then start again and play the whole recording while they follow the route.

Check students have ended at Trump Tower.

Ask them to work in pairs to talk through the route again.

Ask students to give each other directions to different places on the map.

### R.17

The Upper Midtown is well known for its luxury stores, such as Saks and Bloomingdale's. But the secret of midtown is not simply for shoppers. Our walking tour begins at the 51st street subway, in front of St Bartholomew's Church.

Walk between the Church and the Waldorf Astoria Hotel and cross over Park Avenue.

Carry straight on, past St Patrick's Cathedral and then turn right onto 5th Avenue.

Take the first left and as you walk down the street you will pass the Museum of Radio and Television on your right.

Turn right at the end of the road and then right again to walk past the Museum of Modern Art.

When you reach Fifth Avenue again, turn left and then take the second right, walking towards Madison Avenue.

Turn left onto Madison Avenue, passing the Sony Building, then take the first left and at the end of the road on your right you will see ...

Key  
Trump Tower

exam reviser p7 | 5.3

Play recording 17 again and ask students to note down the phrases they hear for giving directions.

Let them check their answers together, referring to the audioscript if necessary.

Then ask them to write the phrases in the Exam Reviser together with those from Exercise 2.

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## Vocabulary | page 41

- 1 Look at the examples in the box.

Either

Put students into pairs and give them 3–4 minutes to brainstorm town or city buildings and facilities to add to the table.

Or

Divide the class into three groups and ask each group to think of words for one column of the table.

Write up their answers on a table on the board, checking understanding and pronunciation.

Keep the table on the board for later use.

exam reviser p8 | 5.4

Ask students to put the words in the box into the correct place in the table in the Exam Reviser.

Ask them to add any words from those brainstormed in Exercise 1.

### Optional extra 10–15 minutes

Elicit some ways of asking for directions and write some examples on the board:

- Can you tell me the way to the (nearest) ...?
- Could you tell me where the (nearest) ... is, please?

Ask students to work in pairs to put different city places, e.g. *taxi rank, cinema*, onto ten small slips of paper.

Students then place all the slips face down.

One student picks up a slip and asks for directions to that place. The other gives **real** directions based on their place of study.

- 2 R.18 Tell students that they are going to listen to a travel agent talking about New York.

Ask students to listen to the recording and write down any city places mentioned.

Ask them to compare answers and play the recording again if necessary.

Check answers against the table on the board you created in Exercise 1, underlining those that were mentioned, and adding any others.

### R.18

Well, obviously you're going to want to see all the usual tourist sights: the Statue of Liberty, the Empire State Building, Times Square. But there's a lot more you could see as well. If you like shopping, make sure you visit one of the big department stores. Bloomingdales, Saks or Macy's are probably the most famous. And you really should visit at least one of New York's famous gourmet and speciality food stores for handmade chocolates, Italian cheeses and meats, and so on. Then there are hundreds of museums, many of which can be found in an area of the Upper East Side, called the Museum Mile. Most people know about the Museum of Modern Art and the Guggenheim Museum, but don't miss the fascinating Museum of Radio and Television. If you have children, I really recommend the Swedish Marionette Theater in Central Park and, of course, the rest of Central Park is also well worth visiting, especially the zoo.

**Key** department store; museum; theatre; park; zoo

**workbook** p28 | Exs 1-3

## Functions | page 41

- 1 R.18** Look at the language for recommending and ask students to work together to complete the phrases with the places previously mentioned in recording 18.

Let them listen to the recording again to check.

Model and drill the intonation of the phrases.

- 1:** ... one of the big department stores.  
**2:** ... at least one of New York's famous gourmet and speciality food stores ...  
**3:** ... fascinating Museum of Radio and Television.  
**4:** ... the Swedish Marionette Theater ...  
**5:** ... the rest of Central Park ...

### Teaching Tip

For students to be able to use 'chunks' of language like this in their speech, it is very important that they learn to say them fluently and with the appropriate intonation. Drilling before a freer speaking stage can help them to use the language more naturally.

**exam reviser** p18

Ask students to close their books and to complete the phrases in the Exam Reviser.

- 2** Put students into pairs and ask them to choose a town or city they both know well.  
 Give them 5 minutes to talk together about places they would recommend to a visitor and to think what they could say about them.  
 Encourage them to consider the suggested areas (culture, entertainment, etc.).

### Exam Tip

In SFL and Trinity Speaking exams, students will need to prepare to talk for an extended period. Planning which aspects of a topic they will talk about and thinking of a few things to say about each aspect will help them to perform well.

- 3** Put students into new pairs and ask each member of the pair to talk for a few minutes about the place they chose, using the functional language where possible.

The student who has been listening should ask a few follow-up questions.

If there is time, ask students to repeat the task with a different partner.

### Teaching Tip

Getting students to repeat an extended speaking task with a different partner gives extra practice with no extra preparation. It has also been shown to noticeably improve the standard of language used.

## Writing | page 41

- 1** Look at the heading and ask students who they would usually write an informal letter to (a friend).

Tell them that there are certain phrases that are often used to open and close letters.

In a monolingual class, you could make some comparisons with phrases that would be used in the students' L1.

Look at the opening and closing phrases in the sample letter and see if students can provide some alternative phrases.

**exam reviser** p24

Ask students to compare their ideas with the suggested alternatives in the Exam Reviser.

Ask students to add any further suggestions they have had to the Exam Reviser.

- 2** Ask students to look at the True/False statements and read the letter again to find the answers.

Check answers as a class.

**Key** 1: T 2: F 3: T 4: T 5: F

- 3** Point out that most punctuation is missing in Suzie's letter. Check students know when to use full stops, exclamation marks and question marks.

A full stop should be used at the end of a sentence, a question mark shows a question, and is also at the end of a sentence, an exclamation mark is used at the end of a sentence to show emotion, such a surprise or excitement. Note that exclamation marks should only be used in informal writing.

Ask students to punctuate the letter and divide it into two paragraphs.

Check students understand that they should start a new paragraph for each new topic.

Ask students to compare their answers in pairs, then check as a class.

### Teaching Tip

If your students have difficulty with punctuating sentences, it may be because they do not really understand what makes a sentence. Look at examples in the letter in Exercise 1 and point out:

- how each new sentence has a different idea
- that a sentence must have a verb and that the most usual pattern is subject-verb-object.



- 4 Ask students to choose the city or town they will write about and give them 3–4 minutes to think about the answers they will give to Suzie's questions.

Refer students back to the Exam Reviser page 24.

Ask students to work individually to write the letter. They should write about 100 words. Allow about 15 minutes for this.

Then ask students to check each other's letters in pairs, focusing particularly on paragraphing and punctuation.

Take in the letters for further correction if necessary.

exam reviser

p24

## Exam information

This task is similar to a PET Part 2 task, though longer. There is a clear situation, telling the student who to write to and why, followed by three pieces of information that must be included.

Students studying for ISE I may also be asked to write a short informal letter (80–90 words) for the Correspondence section of the portfolio.

It is also a common task in the SFL Writing exam.

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### Learning Tip

If students do not have access to pen-pals or e-pals, they could write letters to each other and exchange them in class.

## Reading | page 42

- 1 Refer students back to the picture of Dubai on page 39. Put them into groups and give them 2–3 minutes to brainstorm what they know about Dubai (location, climate, what there is to see and do there).

Elicit ideas from the class and ask if they would like to visit Dubai.

Encourage students to give reasons for their answers. E.g. *Yes, it sounds really fun and relaxing./No, it sounds too hot for me.*

- 2 Ask students to look at the questions before they read. Check any unknown vocabulary, e.g. *equipment, oil, discovered*.

Ask students to skim the texts quickly to find the answers. Set a time limit to encourage them to skim rather than read every word.

Check answers as a class.

Discuss their responses to the texts.

Were they surprised about anything they found out?

Key 1: none – it is all provided 2: 4 kilometres 3: 1966 4: in the souks 5: January, February, July and August 6: the larger malls

## Vocabulary | page 42

- 1 Direct students to the two photos and establish that top one is Dubai as it was perhaps fifty years ago and the other is modern Dubai.

Ask students to describe the photos using the vocabulary in the box. Do not clarify unknown vocabulary at this stage, just ask students to use the words they know.

Monitor and note which vocabulary is unknown or used incorrectly.

In feedback, clarify any unknown words and model and drill any words that the students find hard to pronounce.

### Optional extra 5–10 minutes

Ask students to divide the words into different groups, with the same stress pattern. like this:

0o (busy, lively, peaceful, dirty, crowded, quiet, noisy, modern, friendly)

o0o (exciting, impressive, attractive)

0 (dull, clean)

o0oo: (traditional)

oo0o (unattractive)

o0 (unique)

Use these groups to model and drill the words.

### Teaching Tip

Ask students to note the word stress when writing down new words in the Exam Reviser or notebooks. This will help them when they come to look at the words again.

exam reviser

p8 | 5.5

Ask students to put the adjectives in Exercise 1 in the correct place in the table in the Exam Reviser.

Note that some decisions may be quite subjective. Ask them to give reasons for their choices.

- 2 Either

Ask students to think about their favourite city and decide which adjectives they could use to describe it.

Then ask them to tell a partner about these cities, using these adjectives.

Or (if there is more time)

Ask students to think about their favourite city and decide which adjectives they could use to describe it.

Then ask them to decide on what they could put in two paragraphs about the city.

Then ask them to write a short text (about two paragraphs) describing their favourite city.

Let students read each other's texts and make any corrections they can.

workbook

p30 | Exs 1–4

## Reading | page 43

- 1 Write the title of the text (*The Fastest Growing City on Earth*) on the board and ask students what they think the text will be about.

Look at the first paragraph with the students to check their predictions. Check students understand why Dubai is being called the 'Mushroom City' (mushrooms grow very quickly).

Direct them to the statistic *25% of the world's cranes [are] in Dubai*. Check students know what a crane is. Then tell them that there are a lot of statistics in this text and this is the first one.

Show them the numbers in the box and ask them to skim the text quickly and find out what each number refers to.

Refer students to the skills box to help them understand how to do this.

Note that the numbers are in the same order as in the text.

- Key**
- Dubai is **25** miles long.
  - \$100 billion** are being spent on construction.
  - The 'palms' are said to be the **8th** wonder of the world.
  - Some buyers have paid over **\$1.25 million** for luxury villas on Jumeirah Palm Island.
  - \$25 million** is the price of an island in The World.
  - More than **200** new skyscrapers are being built in Business Bay.
  - Burj Dubai is around **900** metres tall.
  - It is **400** metres taller than the Taipei Tower.
  - The elevator moves at **18** metres per second.
  - It takes **50** seconds to reach the top.
  - Dubailand is expected to attract **200,000** visitors daily.
  - Emirates recently ordered **\$9.7 billion** worth of aircraft from Boeing.
  - The order was for **42 777s**.

- 2** Look at the questions with the students and ask them to point out in which part of the text they are likely to find each answer.

Answers

1 – paragraph 4; 2 – paragraph 5; 3 – paragraph 6; 4 – paragraph 6; 5 – paragraph 7; 6 – paragraph 8; 9 – paragraph 9.

Note that questions will usually follow the order of the text.

Direct students to the skills box and discuss the example given.

Ask students to go to the relevant sections and read carefully to find the answers, making sure that they are not caught out by any 'tricks'.

- Key**
- 1: F 2: T 3: T 4: T 5: T 6: F 7: F

- 3** Ask students to talk about any cities they know which are changing fast.

Then ask them to make a list of advantages and disadvantages of modernisation.

Feed back and discuss as a class.

## Grammar | page 44

- 1** Direct students to the examples of comparative forms. Establish that they show ways of comparing things. Ask students to use the examples and their own knowledge to answer the questions. Check understanding and refer students to the grammar reference on page 156 if necessary.

- Key**
- 1: Add **-er** 2: Change **-y** to **-i** and add **-er** 3: **more** + adjective 4: **(not) as ... as** 5: **better**

- 2** Direct students to the examples of superlative forms. Establish that these are ways of talking about something which has more of a quality than anything else it is being compared to. Ask students to use the examples and their own knowledge to answer the grammar questions. Check understanding and refer students to the grammar reference on page 156 if necessary.

- Key**
- 1: Add **-est** 2: Change **-y** to **-i** and add **-est** 3: **the most** + adjective 4: **the best**

- 3** Look at the example with students and check they understand that the first sentence in each case asks for a comparative form and the second a superlative form. Then ask students to complete each pair of sentences as shown. Check as a class, making sure that students are using all the components of these structures. They should be using **than** with comparatives and **the** with superlatives.

- Key**
- 1: busier ... than; the busiest 2: more boring than; the most boring 3: crowded as; the most crowded 4: bad as; worse than 5: more traditional than; the most traditional

- 4** Do the first transformation with students as an example, demonstrating how the meaning is the same while the structure changes.

Ask students to complete the remaining sentences, then check answers as a class.

- Key**
- 1: as peaceful as 2: most expensive city 3: bigger than 4: the friendliest 5: better than 6: more popular than

## Exam information

Note that this task is a similar task type to that found in the PET Writing Part 1. The aim is to test students' control of grammatical structures, so accuracy is very important.

- 5** Direct students to the vocabulary in the box. This gives them an opportunity to revise words from earlier in the unit.

Ask students to talk together to compare the places given, using the vocabulary.

Ask a couple of pairs of students to report back to the class on one of discussion points.

E.g. *We were talking about country life and city life. We thought that city life was better because, although country life is more peaceful, it can also be quite boring because there is nothing for young people to do. Living in the city is much more exciting.*

## Optional extra 10 minutes

Give each student a blank piece of paper and ask them to sit in a circle.

Ask students to write the name of the person to their right at the top of the page.

They should then write a sentence comparing themselves to that person.

People are always very interested to read about themselves, though clearly you need to ensure that nothing hurtful is written.

**Mario.**

*I am taller than Mario.*

Next students pass the papers to their left. The students look at the name on this new piece of paper and write another comparative sentence comparing themselves to this person.

**Mario**

*I am taller than Mario.*

*I am not as hard-working as Mario.*

Continue until the paper reaches the person it is about.

## Optional extra 15 minutes

The superlative is often used with the present perfect. Write a couple of examples on the board:

- What's the best restaurant you've ever eaten in?
- What's the most interesting place you've ever visited?

Ask each student to write two similar questions themselves.

Monitor and check their questions for accuracy.

Then put the students into pairs and ask them to interview each other, using the questions. Encourage them to turn the answers into short discussions and ask follow-up questions.

After a few minutes, ask them to find a new partner and ask the questions again.

Repeat several times. Students are asking the same questions, but getting different answers.

Finally, carry out class feedback and ask students to report on what they found out about each other.

workbook

p32 | Exs 1-4

## Speaking | page 45

- 1 R.19** ▶ Ask if students have ever been abroad for a weekend city break. Do they think it's a good idea? Why/Why not? (Think about cost, convenience, environmental impact, etc.)

Set the scene for the recording and ask students to read through the questions.

Play the recording, then check answers as a class.

### R.19

V = Vikram, S = Sunita

- V: So, where do you think we should go, Sunita?
- S: Well, I'm quite interested in going to Oslo, because I've never been there, or New York, but I think I'd really like to go to Dubai best of all. Dubai is easily the most exciting place.
- V: It's also one of the most expensive cities in the world. In fact, all the cities you've mentioned are expensive. And it's the furthest. You know I hate long flights. What's the point in going all that way just for a weekend?
- S: It's only seven hours.
- V: So that's fourteen hours sitting on a plane when we could be relaxing somewhere, enjoying ourselves. Now, I really fancy Berlin. I'd love to go to all the art galleries and Berlin would be much cheaper.
- S: And colder. You know I hate being cold. Now who's being selfish ...
- V: Come on, Berlin might be a bit colder than Dubai but it is nowhere near as cold as Oslo! And New York isn't very warm either, only a little bit warmer than Berlin, anyway, and you said you were quite keen to go to both of those places.
- S: Well, obviously, it all depends on when you go. Apart from Dubai, New York is by far the sunniest place. I can just see us sitting in the sunshine in Central Park ...
- V: Probably getting mugged! I'm sure New York is far more dangerous than any of the other cities.
- S: At this rate we won't be going anywhere! You haven't taken any of my suggestions seriously.
- V: OK, I'm sorry. Well, what about Budapest then? It's cheaper than Berlin and slightly sunnier.
- S: OK, that does sound nice. I quite fancy walking by the Danube. Let's do that then.

- Key**
- 1: She really wants to go to Dubai because it is the most exciting place.  
2: He really wants to go to Berlin, because of the art galleries  
3: They decide to go to Budapest.

- 2** Look at the first sentence and ask students which word(s) they think could go in the gap.

Establish that possible answers are *easily, by far* or *much*.

Explain to students that these words can be used to make superlatives stronger.

Ask students to complete the sentences with the modifiers and qualifiers in the box.

Do not correct at this stage.

- 3 R.19** ▶ Play the recording again to check students' answers. Note that they may have alternative answers which are grammatically correct, just not what was originally said.

- Key**
- 1: easily/by far/much 2: slightly/a little bit 3: nowhere near  
4: a little bit/slightly 5: by far/easily 6: far/much  
7: slightly/a little bit

- 4** Ask students to discuss together which modifiers and qualifiers they can use with which structures.

Put answers on the board into three columns and check that students know which are used to make the structure stronger and which to make it weaker.

- Key**
- more/-er than:** easily/much/a little bit/far/slightly  
**the most/-est:** easily/much/by far  
**as ... as:** nowhere near

- 5** See if students can identify the more formal words and phrases. Encourage them to make a note of this.

- Key**
- much and slightly** – the others are more usual in spoken English

- 6 R.19** ▶ Tell students that they are going to work in pairs to decide together which of the five cities in the text they would like to visit for a weekend break.

Direct them to the useful language box and play the recording again. Stop immediately after each phrase from the useful language box and drill.

E.g.

V: So, where do you think we should go, Sunita?

S: Well, I'm quite interested in going to Oslo ...

Students: Well, I'm quite interested in going to Oslo ...

Either

Ask students to work in pairs to discuss the various options and decide where they should go

Refer students to the skills box. This task is similar to a PET Speaking Part 2.

Or (if you have more time)

Divide the class into two groups: travel agents and people looking for a holiday.

Give five travel agents, or pairs of travel agents, one of the five destinations each. They should decide on the details of the weekend break they are offering: transport, accommodation, activities, etc.

Put the rest of the class into pairs to shop for a weekend break. They need to decide what they are looking for: sun, culture, relaxation, etc.

Send the pairs of shoppers around to each of the travel agents in turn. They should hear about the weekend break on offer and ask questions.

When the shoppers have visited all the travel agents they must decide on their break and be prepared to tell the class the reasons for their decision.

### Teaching Tip

Once students are familiar with a recording, you can use the stop and drill technique to help them to 'notice' some key phrases that they could use themselves.

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## Language Review | page 46

### Grammar

- 1** Do the first question with students as an example and check they understand that they need to find **two** correct alternatives. Ask students to complete the remaining questions. Check answers as a class.

**Key** 1: not as expensive as/cheaper than 2: much faster/easily quicker  
3: nowhere near as peaceful as/much busier than 4: by far the most interesting/easily the best 5: a little bit/slightly 6: far/much

- 2** Do the first question with students as an example. Ask students to complete the remaining questions. Put students into pairs to check their answers.

**Key** 1: It is ~~more cheap~~ **cheaper** to travel by train in my country.  
2: Trains in London are more crowded ~~that~~ **than** in Paris.  
3: Prague is one of **the** most beautiful cities in Europe.  
4: Hong Kong is **more** modern than Kyoto.  
5: India is **by far** bigger than Britain.  
6: Edinburgh is nowhere near **as** crowded as London.  
7: The underground is far ~~the~~ **better** when it isn't crowded.

### Vocabulary

- 3** Do the first question with students as an example. Ask them to give reasons for their choice. Ask students to complete the remaining questions. Check answers as a class.

**Key** 1: station 2: walking 3: ferry 4: pedestrian 5: friendly 6: quiet

### Optional extra 5 minutes

Ask students to use their imaginations to think of reasons why other choices in Exercise 3 could also be possible. For example, in the first question the answer is *station* because the others are all means of transport, but maybe it could be *taxi* because the others all have lots of people in them.

- 4** Do the first question with students as an example. Ask students to complete the remaining questions. Check answers as a class.

**Key** 1: beautiful 2: cheaper 3: more attractive 4: slightly 5: dull  
6: recommend 7: underground 8: peaceful 9: quicker

### Optional extra 10 minutes

Look at the audioscript for recording 19 with students and ask them to try to replace any words and phrases that they can with something that has the same or similar meaning.

- V:** So, where do you think we should go, Sunita?  
So where *would you like to go*, Sunita?

- S:** Well, I'm quite interested in going to Oslo, because I've never been there, or New York, but I think I'd really like to go to Dubai best of all. Dubai is easily the most exciting place.

Well, I'd *quite like to go to Oslo*, because I've never been there, or New York, but I think I'd *most like to go to Dubai*. *It's by far* the most exciting place.

This will provide a good opportunity to revise the qualifiers and modifiers from earlier in the unit.

Monitor and check individually as there will be quite a lot of variation.

If there is time, ask one or two pairs to read their new versions aloud. The others should listen and note the differences.

- 5** Ask students to read through the postcard quickly. Where is it from? What kinds of things can a visitor do there? Then ask students to use the vocabulary in the box to complete the gaps. Check answers as a class.

**Key** 1: impressive 2: exciting 3: friendly 4: buildings 5: traditional  
6: worth 7: unique 8: miss 9: recommend

### Optional extra homework

Using pictures from the Internet or magazines, ask students to make a blank 'postcards' of a place they know something about – local places or perhaps Dubai.

Ask them to think about what they could say to describe the place and to write a similar text to that in Exercise 5 on the back of the 'postcard'.

You could use the postcards to make a display or students could 'send' the cards to each other.

# Progress Check 1 Units 1-5

## Key

### Writing | page 47

1

adjective	place	activity	weather
large	✓		
beautiful	✓	✓	✓
enjoyable	✓	✓	✓
friendly	✓	✓	
expensive	✓	✓	
exciting	✓	✓	
dull	✓	✓	✓
cloudy			✓
amazing	✓	✓	✓
traditional	✓	✓	
attractive	✓		
exhilarating	✓	✓	✓

2

Key B: Janet doesn't say what the weather in Edinburgh was like.

### Reading | pages 48-49

1

Key 2, 4 and 7

2

Key 1: A 2: D 3: C 4: D 5: B 6: C

3

Key 1: couple 2: celebrate 3: skill 4: neighbours 5: gift 6: vase  
7: awful 8: silent

4

Key 1: f 2: e 3: d 4: a 5: c 6: g 7: b

### Speaking | pages 49-50

1

Key a: 1, 7, 8 b: 4, 12, 13 c: 3, 9, 15 d: 6, 11, 14 e: 2, 5, 10

2

Key 1: How about going/What about going  
2: If you ask me/I think that  
3: Definitely not./I don't think so; You could be right./Perhaps that's not such a good idea.  
4: don't miss/make sure you visit  
5: As I see it./If you ask me,

3

Key 1: how about/what about  
2: If you ask me  
3: I think that  
4: definitely not

4

Key 1: 8 2: 5 3: 3 4: 1

# To the ends of the earth

## Premium | Unit 06

### Preview

**Vocabulary:** prepositions *in, at, on*; travel; the natural world

**Grammar:** present perfect with *just, yet* and *already*; future forms

**Reading:** prediction; reading for specific information; guessing meaning from context; True/False (PET Part 3)

**Listening:** listening for specific information; note taking; listening to identify opinions

**Speaking:** extended speaking (Trinity ISE/GESE; SFL); expressing opinions

**Pronunciation:** contractions, linking and weak forms

**Writing:** a formal letter (ISE correspondence); checking and correcting your work.

**Additional materials:** postcards/pictures of unusual places

### Introduction | page 51

- 1 Ask students to look at the title of the unit and the five photos and elicit any words that they know.

Put them into pairs to discuss the question and compare answers as a class.

- 2 Ask students to answer the questions individually.

- 3 Ask students to turn to page 172 to see the results of the quiz. Put them into pairs to compare their results. Do they agree with them?

End the discussion by asking how adventurous they think their class is. Ask which place in the photograph would offer the most adventure and ask them to justify their answers.

premium plus 21

### Reading | page 52

- 1 Ask students to focus on the photo on page 53 and discuss the questions in pairs.

Elicit feedback.

#### Exam Tip

This activity is also useful practice for the PET Speaking Part 3 where students have to describe a picture in detail.

#### Teaching Tip

During feedback encourage students to contribute language of their own such as associated language items. Use this as an opportunity to build vocabulary and check pronunciation.

- 2 Tell students to look at the picture on page 52 and explain that they are going to read about a tourist expedition to Antarctica. Check that they understand the difference between a *trip* and an *expedition* by asking them to match them to these definitions:

- 1 a journey in which someone goes to a place and returns from it (trip)
- 2 an organised journey for a particular purpose (expedition)

Ask students to read the first sentence and underline the key information:

*There will not be much time to explore Ushuaia before the expedition starts.*

Ask them to read the first paragraph quickly and decide if the statement is true or false.

Check the answer (F) and ask them for the word or phrase that helped them choose the correct answer (*plenty of time ... to look round Ushuaia*).

Ask them to read the remaining sentences and underline the key information in the same way.

Tell them to read the text and choose the correct answers.

Put them into pairs to compare their answers before feedback.

Check answers, making sure that students indicate the word or phrase that helped them select their answers.

Ask students to read the information in the box. Explain that it is important to pay particular attention to words like *only* and *never* in the statements and to bear these words in mind when they are reading the reading text.

- Key
- 2: T  
(March 2nd–3rd)
- 3: T  
(There you will see gentoo penguins ...)
- 4: F  
(Provided climate and ice conditions are good enough ...)
- 5: T  
(... which is the most southern land point of our expedition.)
- 6: T  
(... warmed by the volcano ...)
- 7: F  
(With luck you will be able to see sea elephants.)
- 8: F  
(... because of the weather conditions no two voyages are ever exactly the same.)
- 9: T  
(Twin cabins are available for single occupancy at one and a half times the twin shared price.)
- 10: T  
(All boats are smoke-free.)

### Exam information

In PET Reading Part 3 students read an informative text and ten True/False statements. This part of the exam requires students to understand factual information and detail.

- 3 Put students into pairs to discuss the questions and encourage them to give reasons for their opinions and ideas.

### Teaching Tip

Make sure that you check how students reached the correct answers by asking them to provide examples in support of their responses. Avoid providing the key and asking them *Do you understand?*

### Vocabulary development

Write these words and phrases with paragraph references on the board and ask students to find words and phrases of similar meaning in the text:

- 1 a lot (paragraph 1)
- 2 famous (paragraph 2)
- 3 perhaps (paragraph 3)
- 4 organised journey (paragraph 4)
- 5 allows (paragraph 5)
- 6 maybe (paragraph 6)
- 7 return (paragraph 7)
- 8 amazing (paragraph 8)

### Answers

- 1: plenty 2: well-known 3: possibly 4: expedition  
5: permits 6: with luck 7: head back 8: incredible

## Vocabulary | page 53

- 1 Tell students to recall as much information as they can about the expedition without looking at the text. Ask questions:

- What time of year is the expedition?
- What month?
- What date does it start?
- What island will they visit?
- When was it discovered?

Put them into pairs to complete the text.

Check answers as a class.

- Key 1: in 2: in 3: in 4: on 5: at 6: at 7: in 8: On 9: in 10: At  
11: no preposition 12: on 13: no preposition 14: in 15: at

### Teaching Tip

Encouraging students to summarise what they have read can provide a motivating challenge.

- 2 Ask students to look back at the reading text on page 52 to complete the vocabulary note.

Put them into pairs to compare their answers.

Check answers as a class.

Arrive *in* a country or town/city

Arrive *at* a place

With times, e.g. 8.00 p.m., we use *at*.

With days and dates, we use *on*.

With months, years and seasons, we use *in*.

We say *in the morning/afternoon/evening*, but *at night*.

In British English it's *at the weekend*, but Americans say *on the weekend*.

### Optional extra 5 minutes

Write these groups of words on the board and ask students to find the odd one out:

- 1 Paris, Russia, Heathrow (Heathrow)
- 2 night, morning, evening (night)
- 3 January, winter, Monday (Monday)
- 4 13th, midnight, 4 o'clock (13th)

## Grammar | page 53

- 1 Ask students to look at the postcard of Antarctica and elicit words, e.g. *glacier*, *blue sky*, *clear water*, *freezing cold*.

Ask them what time of year they think the picture was taken to elicit the correct preposition for seasons: *in winter* or *in summer*.

Ask them to read the postcard quickly to check the date of writing.

Key March 7th

- 2 Ask students to read the postcard again and answer the questions.

Put them into pairs to compare their answers before feedback.

Refer students to the grammar reference on page 156 if necessary.

Check answers as a class.

Key 1: just 2: already 3: yet

### Optional extra 10 minutes

#### Either

Write these countries on the board:

Australia China France Germany Greece  
Norway Singapore The United States

- Ask students to make sentences using the countries as prompts. Check work carefully for the correct use of *yet*, *already* and *just*.

#### Or

Brainstorm countries from the students and write them on the board.

Ask students to talk about their experience of the countries using the correct forms of *yet*, *already* and *just*.

- 3 Ask students to put the words of each sentence in the correct order.

Check answers and write them in the correct order on the board.

Check that students understand the correct position for the words *just*, *yet* and *already*.

Ask them these questions:

- Which word goes at the end of a sentence? (*yet*)
- Which word is used in negative sentences? (*yet*)
- Which **two** words go before the verb? (*already*, *just*)
- Which **two** words are used to talk about a time before now? (*already*, *yet*)
- Which word is used to talk about a very short time ago? (*just*)



- Key**
- 1: We have just arrived in Ushuaia.
  - 2: I haven't unpacked yet.
  - 3: I have already been to look at the view.
  - 4: I have already made a new friend.
  - 5: She has already visited Antarctica.
  - 6: I haven't had breakfast yet.

- 4 R.20** Tell students that they are going to listen to some of the sentences in Exercise 3.  
Play the recording and ask them to repeat each sentence.  
Ask them to practise saying the sentences.

**R.20**

We've just arrived in Ushuaia.  
I've already been to look at the view.  
I've already made a new friend.  
She's already visited Antarctica.

- 5** Write this date and these sentences on the board:  
February 28th  
We haven't started the expedition yet.  
We have already seen Ushuaia.  
We have just started the expedition.  
Ask students to recall the date that the Antarctica expedition starts (March 1st) and then choose the correct sentence (the first one).  
Ask them to choose two dates on the trip and write three sentences.  
**6** Tell students that they are going to read their sentences to their partner and that their partner has to guess the date.  
Put them into pairs to do the activity.  
Monitor and offer help if necessary.

**Optional extra 10-15 minutes**

You will need some pictures of different places for this activity.

Show students pictures of different places and ask them to choose one of them to write their own postcard.

Tell them to follow the structure of the postcard in Exercise 2.

They should write about where they are, what they have already done, what they are going to do tomorrow and their plans for the next few days.

Put them into pairs to exchange their work and to guess which place their partner chose to write about.

**premium plus 22**

**workbook p36 Exs 1-2**

**Vocabulary | page 54**

- 1** Ask students to look at the pictures and elicit/teach the words *hovercraft*, *deck*, *cabin* and *visa*.  
Put them into pairs to put the words in the box under the correct headings in the table.  
Check answers as a class

**Accommodation:** double room, facilities, guesthouse, reception, reservation, single room

**Air travel:** check-in, arrivals, departures, flight, gate, boarding pass

**Travelling by sea:** on board (also air), cabin (also air), deck, hovercraft, ship, voyage

**Going abroad:** visa, passport, customs, immigration, border, duty-free, exchange rate

**Optional extra 10 minutes**

Write these sets of words on the board and ask students to find the odd one out:

- |               |             |            |               |
|---------------|-------------|------------|---------------|
| 1 duty free   | passport    | visa       | boarding pass |
| 2 guest house | double room | reception  | cabin         |
| 3 train       | plane       | deck       | hovercraft    |
| 4 week        | evening     | morning    | afternoon     |
| 5 check-in    | arrivals    | departures | exchange rate |
| 6 expedition  | voyage      | trip       | border        |

**Answers**

- 1: duty free 2: reception 3: deck 4: week  
5: exchange rate 6: border

**exam reviser p8 6.1**

Ask students to look at the Exam Reviser and add any other words to the table.

- 2** Put students into pairs to complete the text using words from Exercise 1.  
Check answers as a class.

- 1:** flight **2:** passport **3:** visa **4:** exchange rate **5:** departure  
**6:** boarding pass **7:** duty-free **8:** gate **9:** immigration  
**10:** customs **11:** on board **12:** ship **13:** hovercraft **14:** deck  
**15:** voyage **16:** cabin

- 3** Ask students how they prefer to travel.

Explain that the preposition *by* is used for most means of transport, e.g. *by plane*, *by train*.

Ask them to give reasons for their preferences.

**Optional extra homework**

Tell the students that they are going to write a short story for homework. The title of the story is: *An Amazing Trip*.

Ask them to write a short story using as many of the words in the box in Exercise 1 as they can.

**premium plus 23**

**workbook p34 Ex 1**

**Listening | page 54**

- 1** Put students into pairs to brainstorm words for animals and birds they know. Explain that they have 1 minute to do this.  
Ask them to compare their list with another pair of students.  
Write headings *Animals* and *Birds* on the board and ask students to add words for each heading.

EXAM REVISER

p9 | 6.2

Ask students to complete the table in the Exam Reviser with the words they have come up with in Exercise 1.

**2 R.21** Direct students to the picture and elicit *penguin* and tell them that they are going to listen to a radio programme about wildlife tourism.

Tell them to listen to the recording and write down the animals and birds they hear.

Play the recording.

Check answers as a class.

R.21

I = Interviewer, D = David

- I: When we think about a trip to see wildlife, most of us think about a safari in Africa. However, there are fascinating places to visit and animals to see in every corner of the globe. Today we're talking to David Crombie, whose company, Animal Adventures, offers a huge variety of trips to see wildlife in its natural habitat. David, hello.
- D: Hello. You know, an African safari is still a wonderful way to go and see animals. Some of the most impressive animals in the world can be found in African countries, such as Kenya: the African elephant, the lion, giraffes, zebra ... These days there are lots of different ways to do a safari. If you like your home comforts, you could do a luxury safari. These cost between four and eight thousand pounds, but everything you could need is laid on for you. Or, at the other end of the scale, a budget safari in Namibia can be as little as twenty pounds a night. And you can camp out every night under the stars.
- I: I don't think I'd like to get woken up by a hungry lion!
- D: Well, that doesn't often happen ...
- I: So where else would be a good place to go and see wildlife?
- D: Just about any part of the world you could mention has something to offer. For example, Scotland is fast becoming a top wildlife destination.
- I: Scotland? I'm hardly going to see an elephant there, am I? Not unless it's in a zoo!
- D: No, no elephants, but you could see seals, dolphins, or whales. Seals live all over the world, but about forty per cent of all the grey seals in the world can be found in Scotland. Autumn is the best time to see them, or to see the increasingly rare British red squirrel. In the summer months you could also go and see puffins. There are various colonies on islands around the mainland.
- I: I didn't realise you could see whales around Scotland. I thought you had to go a bit further north for that.
- D: Well, of course you can. We arrange whale watching trips to the Arctic Circle, where you could also see polar bears and walrus. Or, you could go to the other end of the earth, down to Antarctica. There aren't any large animals to see there – too inhospitable a climate – but it's the perfect place to see penguins. Penguins only live in the southern hemisphere, but you can see them in much warmer places than Antarctica – in the Galapagos islands in Ecuador, for example, or in South Africa. There are actually seventeen species of penguin and only four of them actually breed in Antarctica.
- I: What about other larger mammals? Where could I go to see these apart from Africa?
- D: Well, India also has lions and elephants, and the tiger is also found all over Asia, of course. Australia has some pretty amazing animals, too. Kangaroos, wombats, dingoes ...
- I: And koala bears.
- D: Yes, although actually they're not bears you know, they're marsupials, like kangaroos. There are whales there, too, blue whales. The blue whale is the world's largest mammal. Did you know that they can weigh as

much as thirty-two elephants? But there are only about 9,000 left in the world. And, of course, there are a lot of sharks in Australia, too. About 160 different species of shark, in fact, about fifty per cent of the world's species. Most of them are not dangerous to humans, though.

- I: It all sounds wonderful. But surely many of the species you mentioned are endangered. Is it really a good idea to be taking people on trips to see them? Won't it put them in more danger?
- D: Well, it can be an important way of protecting them. Take whales, for example. Norway, Iceland and Japan are all starting to make money out of whale watching rather than out of hunting them. But it's important to travel with a reputable firm. The trips that we organise only take small numbers of people at a time, and we follow very strict guidelines about approaching the animals ...

**Key**  
elephant, lion, giraffe, zebra, seals, dolphins, whales, grey seals, red squirrels, puffins, polar bears, walrus, penguins, tigers, kangaroos, wombats, dingoes, koala bears, blue whales, sharks

Optional extra 10 minutes

Put students into pairs and ask them to think of categories they could use to group the animals in the key for Exercise 2. They can use any criteria they like, e.g. mammals, colour, and so on.

EXAM REVISER

p9 | 6.2

Ask students to check the list in the Exam Reviser and add any other words for animals that were in recording 21.

- 3** Ask students to read the questions carefully before listening again. Go through the skills box together and make sure they understand the kind of information they will be listening for.
- Play the recording.
- Put students into pairs to compare their answers.
- Check answers as a class.

**Key**  
1: £8,000 2: autumn 3: four 4: about 9,000 5: about 160

- 4** Ask students to read the questions and put them into pairs to discuss them.
- Elicit feedback and ask whether students think that wildlife tourism is a good or bad thing for animals.

Vocabulary | page 55

- 1** Ask students to look at the four photos and talk about how they feel about the scenery. Elicit words to describe scenery from the students, e.g. *beautiful*, *attractive*.

Ask students to vote on the most beautiful photo.

Direct them to the vocabulary box and explain that these words can be used to talk about scenery.

Ask them questions to check understanding:

- Which two words mean 'attractive and nice to look at' (pretty, picturesque)?
- Which word means 'very attractive'? (beautiful)
- Which word means 'very unusual and exciting' to look at (dramatic)?
- Which word means 'naturally beautiful' (unspoilt)?

### Teaching Tip

Encourage students to guess the meaning of unknown words in a text before reaching for their dictionary or asking each other. This will help them become more independent learners.

- 2 Ask students to look at the words in the box and find examples in the photos.

Write *Water* and *Land* on the board and ask the students to group the words under these two headings.

Check answers as a class, indicating where each feature is in photos 1–4 if necessary.

- 3 Before students try to match the adjectives with the nouns in Exercise 2, ask them which words could be used to describe water (deep, shallow) and which word could be used to describe a shape (winding).

Put them into pairs to match the adjectives with the nouns.

Check answers as a class.

**Key**

winding: path, stream, river  
 deep: lake, river  
 high: hill, mountain, waterfall, cliff  
 tall: tree  
 shallow: stream, river  
 thick: wood, bush, forest, grass

- 4 Tell students that you are going to describe one of the photos in detail.

Give them time to make some notes about the photo they have chosen.

Remind them that they must not tell their partner which photo it is.

Tell them that they can speculate about where it might be or when it might have been taken.

Remind them to use the vocabulary from Exercises 1–3.

E.g. *I don't know which country it is in but I would love to go there. It's a beautiful day. I think the picture was taken in summer. I can see some rocks and shallow water and there are a thick wood, too. It is very green. I can see a high mountain in the background.*

Put students into pairs to describe their pictures.

End the discussion by asking students if there was a favourite photograph.

### Exam information

In Part 3 of the PET Speaking exam students talk about a photograph. They talk by themselves for about a minute. It is useful to be able to describe the appearance of things in the picture as well as where they are.

Direct them to the useful language box and encourage them to use these phrases in their talk.

Ask them to work individually to make notes.

Put them into pairs to talk about their place.

Monitor and help if necessary.

### Exam information

For ESOL Skills for Life Speaking and Listening (Entry 3) and the Trinity ISE I and GESE students have to talk for an extended period from notes. This will be for approximately 2 minutes for Skills for Life. For ISE I and GESE candidates take extended turns with the examiner during a 5-minute interaction. All of the extended speaking tasks can be extended to take account of specific exam requirements.

### Optional extra 10 minutes

Distribute pictures of different places and put the students into pairs to describe their pictures. Remind them to use the words from the vocabulary section and the useful language from Exercise 2.

## Grammar | page 55

- 1 Tell students that they are going to read about charity challenges. Elicit what students know about them before they read.

Ask them to read the questions and guess the answers in pairs before reading the text.

Tell them to read the text and check their guesses.

Check answers as a class.

**Key**

1: The two aims are to have an adventure and to raise money for charity.  
 2: You need to raise between £1,000 and £2,500.  
 3: They have raised about £32 million.

- 2 R.22 Ask students what they remember about charity challenges and to give you some examples such as cycling from London to Paris.

Tell them that they are going to listen to two people talking about their different charity challenges.

Write these sentences on the board and ask them to choose the correct one:

- They haven't done a charity challenge yet.
- They have already done a charity challenge.

Ask them to listen to the recording and choose the correct statement. They should also decide which challenge appeals to them most.

Elicit feedback and make sure that students understand that the speakers are making plans for the future.

## Speaking | page 55

- 1 Ask students to name some exciting places they know about or have visited and elicit information.

Tell them that they are going to talk about the most exciting place they have visited and that they should make notes under the headings.

R.22

I = Interviewer, S = Sue, T = Trevor

- I: So, what's your charity challenge going to be?
- S: I'm taking part in a trekking and white water rafting adventure in Mexico. It sounds fabulous. We're going to climb across the Mexican Sierra and go rafting on the Pescados River.
- I: And how much money do you hope to raise for charity?
- S: I'm raising money for Cancer Research. I've got just over £1,000 so far, but the trip starts at the beginning of September, so I need to get another £1,500 before then.
- I: How are you going to raise the money?
- S: Well, I'm not quite sure. Maybe I'll organise a car boot sale or get some sponsorship from a local business.
- I: Good luck then.
- I: And what about your challenge, Trevor?
- T: Well, I'm going to help rebuild houses in India that were destroyed by the Tsunami.
- I: That sounds like hard work, too.
- T: Yes, I think it'll be pretty hot work for starters. January is the dry season though, so at least it isn't going to be wet.
- I: Have you done any building before?
- T: Well, yes, I am a builder by trade. But you don't need to have any previous experience.

- 3 R.22 Tell students that they are going to listen to the recording again and that they should complete the sentences with the correct form of the verb.

Play the recording and students complete the text.

Put students into pairs to compare their answers.

Check answers as a class.

Key 1: 'm taking part 2: 're going to climb 3: starts 4: 'll organise  
5: 'm going to help 6: 'll be 7: isn't going to be

- 4 Ask students to read the information in the grammar box. Tell them to match the sentences in Exercise 2 with the future forms A–F.
- Refer them to the grammar reference on page 157 if necessary.
- Put them in pairs to compare their answers.
- Check answers as a class.

Key A: 2 5 B: 1 C: 4 D: 3 E: 7 F: 6

- 5 Ask students to look at the itinerary carefully and complete the sentences. Remind them to look at the grammar box in Exercise 4 to help them.
- Refer them to the grammar reference if necessary.
- Put them into pairs to compare their answers and then feed back.

Key 1: leaves  
2: are taking/are going to take  
3: are staying/are going to stay  
4: leaves  
5: are meeting/are going to meet  
6: are walking/are going to walk  
7: are camping/are going to camp

- 6 Ask students to read the postcard as quickly as they can and ask them to remember as much information as they can.

Use prompts such as *Which country is Sue in?*

Put them into pairs to complete the postcard. Explain that it is important to read each sentence carefully so that they choose the correct future form.

Elicit feedback and check answers as a class.

Key 1: are going to climb  
2: are having/are going to have  
3: are going to start  
4: are staying/are going to stay  
5: will be/is going to be  
6: are going to finish  
7: will be/is going to be  
8: will be/is going to be  
9: are leaving/are going to leave  
(Note that we would usually prefer not to use *going to* throughout, so the other options would usually sound more natural.)

workbook p38 | Exs 1–4

## Writing | page 57

- 1 Ask students to brainstorm different charities they know about such as Oxfam and Save the Children.

Ask them if they remember what a charity challenge is and to give examples of charity challenges they heard about in the recording.

Ask them about their own experiences of raising money for charity.

Put students into groups to discuss ideas for a charity challenge trip and elicit feedback.

premium plus 24

- 2 Tell students that people who want to raise money for charity often have to ask businesses to sponsor them. Explain that a *sponsor* supports you by giving you money, encouragement or some other help so that you can raise money for charity.

Tell them that they are going to read a letter from someone who is looking for sponsorship. Ask them to read the letter quickly and decide if the letter is formal or informal.

Elicit feedback and ask students for words and phrases that indicate that it is a formal letter. Possible phrases are:

Dear Sir /Madam,  
We are looking for...  
We would be grateful for ...  
Yours sincerely,

Ask them whether contractions are used in a formal letter (no).

Key It is a formal letter because it contains words and phrases like *Dear Sir/Madam; We would be very grateful; Yours sincerely.*

- 3 Tell students to read the letter again and find eight mistakes in the letter and correct them. Tell them to look in particular for any errors to do with the use of future forms.  
Put them in pairs to compare their corrections and elicit feedback.

**Key**

- we plan ~~walking~~ to walk to the South Pole
- using only the equipments and food
- on his expedition ~~on~~ in 1912
- We are going ~~using~~ to use wooden skis
- We ~~train~~ are training hard at the moment
- We hope to ~~raising~~ raise a million pounds
- people in less developed ~~country~~s countries
- Yours ~~sincerely~~ faithfully

- 4 Tell students that they are going to write their own letter asking for sponsorship. Ask them to look at the letter in Exercise 2 and underline useful phrases to help them structure each paragraph. Elicit the phrases and write them on the board. Phrases they might include are:

Dear Sir/Madam,

Paragraph 1:

We are looking for sponsorship for a charity fundraiser. Later this year we are planning to ...  
We are going to ...

Paragraph 2:

We are ... at the moment  
... so that we can ...

Paragraph 3:

We hope to raise ... for ...  
This charity ...

Paragraph 4:

We would be very grateful for any sponsorship you could offer us  
Yours faithfully,

Ask students to follow the model and complete their letter.

## Exam information

For PET (Part 2), ISE I and Skills for Life (Entry 3) students have to write a letter. They have to include all the relevant information as indicated in the rubric. In order to complete the task successfully, they need to organise their letter into short paragraphs.

## Functions | page 57

- 1 Ask students to look at the expressions that can be used to talk about plans. Put them into pairs and ask them to put the expressions in the order of how strongly they are expressed. Check answers as a class.

**Key**

1: I'm thinking of ... 2: I don't really feel like ... 3: I hope to ...  
4: I'm definitely going to ... 5: I'm definitely not going to...

exam reviser p18

Ask students to write the expressions in Exercise 1 in the correct position in the Exam Reviser.

- 2 Ask students if they have heard about Michael Palin and what they know about him.

Explain that he crossed the world from the North Pole to the South Pole. Ask students to look at the map and elicit some of the countries that he might have visited during his route.

- 3 Direct students to the vocabulary box and ask them what they know about the countries listed.

Put them into pairs and ask them to match the countries with the descriptions.

Check answers as a class.

**Key**

1: Turkey 2: Finland 3: Russia 4: Kenya 5: Egypt 6: Zimbabwe

- 4 Tell students that they are going to work in groups to plan their own journey from pole to pole.

Before they start the activity, remind them that it is important to involve everyone in the group in the discussion. Explain that they can do this by using the expressions in the skills box.

Ask them to focus on the points that are listed and put them in groups to discuss their ideas.

Monitor the groups and offer help where necessary.

- 5 Tell students that they are going to describe their plans to the other groups. Encourage them to listen carefully by telling them to ask at least one question to the group describing their trip.

## Language Review | page 58

### Grammar

- 1 Review uses of *just*, *yet* and *already* with students and check that they remember the position they occupy in a sentence.

Remind them that *yet* comes at the end of the sentence and is used in negative statements and *already* and *just* come before the past participle.

Ask students to add the correct word to each sentence.

Put them into pairs to compare their answers and then feed back.

**Key**

1: I'm not sure if they have arrived in Sydney **yet**.  
2: I've **just** finished the trip, so come and see me soon - I want to tell you all about it.  
3: Haven't you paid for the holiday **yet**?  
4: We are really enjoying the tour - we have **already** been to Athens, which was really fascinating.  
5: I'm bored **already** and it is only the second day of the trip.  
6: 'You really must go to Russia.'  
'Oh, I've **already** been. I was in Moscow last year.'

- 2** Ask students to read the postcard as quickly as possible and then ask them to recall as much information as they can. Use prompts such as *Where is Mikhail now?* Ask them to complete the postcard. Remind them to read each sentence very carefully. Put them into pairs to compare before feedback.

Key

- 1: are staying  
2: have already tried  
3: have not drunk  
4: are going to have some/will have some  
5: are going/are going to go  
6: have never ridden  
7: will be/is going to be  
8: are spending/are going to spend/will spend  
9: will arrive  
10: is  
11: am taking  
12: starts/is going to start

- 3** Review future forms with students. Give them some prompts and ask them to supply the correct form for each one.
- timetables/flight times (present simple)
  - decisions made at the time of speaking (*will* future)
  - plans and intentions made before the time of speaking? (*going to*)
  - fixed plans and arrangements (present continuous)
- Ask students to choose the correct form for each sentence. Put them into pairs to compare their answers before feedback.

Key

- 1: is going to be 2: leaves 3: will take 4: is going to cost  
5: are booking 6: begins 7: are flying 8: is going to become

## Vocabulary

- 4** Ask students if they remember when to use *at*, *on* and *in*. If necessary, write some prompts on the board: *dates, times, seasons, cities/towns, times of day*. Put the students into pairs to complete the task and then feed back.

Key

- 1: on 2: in 3: at 4: at 5: in 6: at 7: at 8: in

## Optional extra 15–20 minutes

To provide further practice of *on*, *at* and *in*, write these words on separate pieces of paper:

- \_\_\_\_\_ your birthday (on)  
\_\_\_\_\_ 1st January (on)  
\_\_\_\_\_ Christmas (at)  
\_\_\_\_\_ winter (in)  
\_\_\_\_\_ March (in)  
\_\_\_\_\_ midday (at)  
\_\_\_\_\_ the morning (in)  
\_\_\_\_\_ London (in)  
\_\_\_\_\_ New Year's Day (on)

Put students into teams of three or four. Each team should send a member to the front to collect one of the pieces of paper. They bring it back and the team have to work together to write a question using the word and the correct preposition preceding it. E.g. *What do you usually do on your birthday?*

When they have finished, they can return to get another piece of paper. They keep the pieces of paper they have written sentences for.

When all the pieces of paper have been taken, the teams give their questions to marking to the next team.

They receive one point for each question which uses the correct adjective.

The teams then ask and answer the questions.

- 5** Ask students what words relating to travel they can remember. Direct their attention to the words in the box and ask:
- Which two words are documents you need when you travel to another country? (boarding pass, passport)
  - Which word is a place to stay? (cabin)
  - Which word is a place you must go to before you get on a plane? (check-in)
  - Which word is a place you must go to if you want to stay in a hotel room (reception)

Ask students to complete the sentences.

Put them into pairs to compare and then feedback.

- Key 1: passport 2: check-in 3: boarding pass 4: cabin 5: border  
6: reservation 7: duty-free

- 6** Ask students which words for animals and birds they remember. Which animals did they hear about in the wildlife report? Put them into pairs to match the descriptions with the animals. Elicit feedback.

- Key 1: penguin 2: shark 3: squirrel 4: dolphin 5: seal 6: puffin

# Play the game

## Premium | Unit 07

### Preview

**Vocabulary:** sports and sporting equipment; collocations with *do, play and go*; adjective + preposition collocations; exercise and health

**Grammar:** present perfect with *for* and *since*; real conditionals

**Reading:** skimming; True/False (PET Part 3); matching (PET Part 2); multiple-choice gap fill (PET Part 5)

**Listening:** listening for attitudes and opinions; True/False (PET Part 4); listening for key ideas

**Speaking:** likes/dislikes; expressing opinions (PET Part 4)

**Pronunciation:** connected speech intrusive /r/

**Writing:** an informal invitation (PET Part 3; SFL; ISE correspondence); transformation: *if/unless* (PET Part 1)

**Additional materials:** monolingual dictionaries for the vocabulary work on page 65

### Introduction | page 59

#### Language note

*Play the game* means to act or play in accordance with the rules or to behave honourably.

It is also often used with a more pejorative meaning: to go along with what the majority are doing in order to fit in.

E.g. *I refused to play the game this time and told my boss exactly what I thought of him!*

Ask students to look at the title of the unit and explain the meaning to them.

1 Ask students what they know about the people in the photos. See what other sportsmen and women they can name who play tennis, football and golf.

2 Ask students to put the sports under the headings in the table. Explain any unknown words.

Ask students to tell each other about their choices, explaining their reasons.

E.g. *I enjoy watching because it's quite exciting when people are really good. I don't enjoy playing tennis though because I'm not very good at it and I keep missing the ball!*

exam reviser p9 | 7.1

Ask students to categorise the words in the Exam Reviser in the same way as they did in Exercise 2.

Monitor to see which words are unknown and clarify as a class.

Elicit a few sentences from class members about which of these sports and activities that do/do not enjoy and why.

#### Optional extra 5 minutes

Ask students to write down all the sports listed in the Exam Reviser and in Exercise 2 above in alphabetical order. There are quite a few that begin with the same letters, so this will help to develop their ability to sequence in this way. This is a particularly useful task for learners whose alphabet differs from the English one and students of ESOL SFL.

#### Teaching Tip

Students need to be able to put things into alphabetical order to effectively use dictionaries, directories and indices. This kind of task can be done regularly with any large set of vocabulary.

3 Look at one of the photos on the page and ask students if they can identify a product which is being advertised. Check they understand the concept of 'celebrity endorsement'. Also see if they can find an example of a 'logo' in the pictures, e.g. the Nike wings.

Ask students to discuss the questions together.

Feed back as a class.

#### Optional extra 10–15 minutes

Tell your students that they are going to discuss one more question, but that this time you want them to write their conversation.

On the board, write:

- A law was recently passed in Britain banning the use of celebrities in food advertising aimed at children under ten. Do you think this was a good idea? Why/Why not?

Put the students into pairs and ask one student in each pair to write a sentence giving their immediate reaction.

E.g. *I think that sounds silly – it won't stop children wanting to eat chips.*

They should then pass the paper to their partner who reads what they have written and then writes an answer.

E.g. *Well, I don't know, I think children are very easily influenced.*

They should continue with the 'conversation' for several turns.

While they are doing this, you can monitor and make any corrections needed.

Then ask students to find a new partner and discuss the same question, orally this time. They will probably incorporate some of the corrections you made, thus improving their accuracy/range.

### Vocabulary | page 60

1 Write the word *saddle* on the board and ask students which sport they associate with the word (horse riding).

Then ask students to identify which sports are associated with the equipment in the box. Some may have more than one answer.

As you go through the answers, encourage students to explain any words by paraphrasing.

Key racket – tennis; bat – table tennis, cricket; club – golf; stick – hockey, ice hockey; gloves – boxing; helmet – ice-hockey; net – tennis, table tennis, volleyball; skates – ice hockey; mask – fencing; hat – riding; board – surfing

2 Use one of the words from Exercise 1 to give an example of paraphrasing. E.g. *It's a kind of shoe that you wear to slide on the ice.*

Explain how we can use this kind of phrase to describe something if we don't know the word. It is a particularly useful strategy for exams.

Ask students to look at the descriptions and guess what is being described.

Write these sentence stems on the board:

- A kind of ...
- Something you wear/use for ...

**Key** 1: a foil 2: helmet

- 3** Ask students to work in pairs and try to describe some of the other pieces of equipment to each other.

Monitor and choose one or two good examples.

### Vocabulary development

Ask students to make a list of vocabulary associated with a sport they know something about. They should put the words into three columns:

words I am sure of	words I am less sure of	words I would like to know

In the third column they can write the word in their own language.

Ask students to work together to check, find out and teach each other their words.

- 4** Look at the first example and ask if the missing word is *do*, *play* or *go*.

Establish that these different verbs 'collocate' with, or are naturally found next to, different sports and activities.

Ask students to complete the remaining questions with the correct verb in the correct form.

**Key** 1: play 2: go 3: go 4: play 5: go 6: do 7: do 8: playing

- 5** Use the questions to establish the rules or tendencies governing the collocations. Look at the Exam Reviser 7.1 and see which sports go with *do*, *play* and *go*.

**exam reviser** p9 | 7.1

**premium plus** 25

### Language note

Collocations are two or three word 'clusters' that regularly occur together. The most common types are:

- verb + noun (*play tennis*)
- adjective + noun (*major problem*)
- adverb + verb (*strongly advise*)
- adverb + adjective (*hopelessly devoted*)
- adjective + preposition (*afraid of*)
- noun + noun (*cash till*)

Some collocations are weak (a number of other words could be substituted). Others are stronger (there may only be one possible combination of words), e.g. *a heavy smoker*.

### Teaching Tip

Knowing a word in isolation may not be enough for students to use it effectively. Try to teach strong collocations as you teach a word.

### Optional extra 5 minutes

Ask students to talk together to try and answer the questions in Exercise 4.

**workbook** p40 | Exs 1-3

## Reading | page 60

- 1** Ask students to brainstorm a list of former Olympic cities.

Put them into pairs or small groups and ask them to discuss what, if anything, they know about the effect on these cities of hosting the games (new buildings, for example, that were created and how they were used afterwards).

### Cultural information

#### Summer Olympics

- 1980 – Moscow, USSR
- 1984 – Los Angeles, United States
- 1988 – Seoul, South Korea
- 1992 – Barcelona, Spain
- 1996 – Atlanta, United States
- 2000 – Sydney, Australia
- 2004 – Athens, Greece
- 2008 – Beijing, China
- 2012 – London, United Kingdom

#### Winter Olympics

- 1984 – Sarajevo, Yugoslavia (now Bosnia and Herzegovina)
- 1988 – Calgary, Alberta, Canada
- 1992 – Albertville, France
- 1994 – Lillehammer, Norway
- 1998 – Nagano, Japan
- 2002 – Salt Lake City, United States
- 2006 – Torino (Turin), Italy
- 2010 – Vancouver, Canada
- 2014 – Sochi, Russia

- 2** Ask students to skim the text to find any advantages and disadvantages of hosting the Olympics. Set a time limit of 3–4 minutes to encourage students to read quickly.

**Advantages:** opportunity to develop run-down areas of the city; improvements in infrastructure such as transport and sporting facilities; boost to tourism

**Disadvantages:** huge costs – most Olympics make a loss; Olympic tourists simply replace usual tourists; money spent by Olympic tourists doesn't benefit the local economy

- 3** Ask students to read the questions and underline key words.

Then ask them to read the text again, more carefully, and decide if the statements are true or false.

Check answers, ensuring that they relate to the key words underlined.



Key 1: F 2: F 3: T 4: T 5: T 6: T

- 4 Put the students into small groups and ask them to discuss the questions.  
Feed back as a class.

### Optional extra 5–10 minutes

Write these useful phrases (taken from the reading text) onto the board:

History shows that ...

... an improvement in infrastructure ...

The benefits in terms of ... are obvious

... the effect on the environment ...

Ask students to find the phrases in the text and check understanding.

Ask students to complete the phrases using their own words and ideas from Exercise 4.

## Grammar | page 61

- 1 Ask students to look at the sports in the box and discuss which of them they think are currently Olympic sports – without reading the text.

Tell them to read the text to check their ideas.

Finally, ask them to complete the text with *for* and *since*. Do not check answers at this point.

Key 1: since 2: for 3: since 4: for

- 2 Ask students to work together to answer the questions about *for* and *since*.

Go through the answers as a class, clarifying any problems.

Ask students to check over their answers to Exercise 1, referring to the grammar reference on page 157 if they need help.

Check answers as a class.

Key 1: since 1896 2: yes 3: a period of time  
4: for more than a century 5: yes 6: a period of time

- 3 Ask students to complete the phrases with *for* or *since*.

Key 1: since 2: since 3: since 4: for 5: for 6: since 7: for

### premium plus 26

- 4 R.23 Tell students that they are going to hear some expressions with the word *for*. They should listen to the phrases and note if they hear /fə/ or /fər/.

Play the recording.

Check answers and establish that the extra /r/ sound is used to link the word to a subsequent vowel sound.

Ask students to practise saying the examples in pairs.

## R. 23

for hours for ages for years for a long time for two days for ever  
for ten years for a week

- 5 Tell students that they are going to work in pairs to ask and answer questions.

Show them the example and explain that they will each have four different pieces of information to give and four to ask about.

Direct students to the correct page.

Note that all the sporting vocabulary is in the Exam Reviser 7.1.

workbook p43 | Exs 1–3

## Listening | page 61

- 1 Look at the photo and establish the sport shown (rowing).

Ask students to discuss the questions. Try to elicit some concrete ideas about positive and negative aspects of their lives.

Eg. *It would be great to be famous. I'd love all the attention. I wouldn't like it if my husband was famous – we couldn't go anywhere without people following us and trying to get his autograph.*

- 2 R.24 Tell students that they are going to listen to a radio programme about the wives and girlfriends of British Olympic rowers.

Ask students to read through the questions first and check any unknown vocabulary, e.g. *being apart*, *careers*, *compensate for*.

Play the recording.

Let students check their answers together and play again if necessary.

Check as a class, encouraging students to give reasons for their answers.

Eg. *I don't think Barbara is married to an Olympic athlete herself – she's writing a book about it.*

Look at the skills box together.

Then direct students to the audioscript on page 144 and ask them to find the paraphrases for questions 2–6, like this:

2 I mean, an athlete must be very single-minded as well as talented to reach Olympic standard. That isn't so easy for his partner.

3 In fact, some of the women I spoke to seemed to prefer being without their husbands or boyfriends at that time.

4 I don't think I'd be very keen on that!

5 Not that the women don't have their own goals and ambitions. Clare Smales, girlfriend to Olympic rower, Ed Coode, is a successful freelance journalist, and Demetra Pinsent, wife to Matthew Pinsent, is a high-flying management consultant.

6 But they agree that when they see their partners in a big competition they get really excited about it, and feel so proud of them. I suppose that makes up for all the missed time together.

In feedback, look at specific examples of paraphrase (see examples above).

## R.24

I = Interviewer, B = Barbara

- I: We've all heard a lot about the pressures on sportsmen and women who are training to compete at Olympic level – but what about their partners? Barbara Johnson is currently researching a book on Olympic wives. She has some insights into what it is like to be married to an Olympic athlete. So, Barbara, what is it like?
- B: Well, a lot of the women had some idea that it is going to be difficult, but the reality is often harder than they imagine.
- I: Do they get fed up with married life very quickly?
- B: No, but it's often different from what they expect. For example, some of them tell me that apart from their honeymoon, their husbands haven't had more than two or three consecutive days off since they married.
- I: That does sound pretty hard. Presumably Olympic years are the busiest?
- B: Yes, one wife told me that in 2004 her husband, an Olympic rower, was abroad from April to September, in Italy, Belgium, Poland, Germany, Austria and France – and then to Greece for the Olympics. He was home for just two days in two months: and most of that time was spent unpacking and repacking before the last part of his Olympic schedule!
- I: So there isn't much time together. But what about the time they do spend together? I mean, an athlete must be very single-minded as well as talented to reach Olympic standard. That isn't so easy for his partner.
- B: Yes, it's really difficult for top athletes to get the right balance between their sport and their home life. We think of a marriage as being teamwork, but it's hard to feel part of a team when your partner already belongs to a bigger and more important one. As you say, to become an Olympic champion you don't just need to be good at your sport, you must also be single-minded, sometimes selfish. You need to focus on winning. Just before the Olympics an athlete may be rather difficult to live with. In fact, some of the women I spoke to seemed to prefer being without their husbands or boyfriends at that time. One of them pointed out the advantages. She says she doesn't need to get anxious about how her husband's going to be feeling when he gets home at night. It can be difficult dealing with his stress.
- I: Yes, I suppose it's nice to get a break from that.
- B: Yes. One woman compared it to being single again – without wondering if she was ever going to meet the right man. The house stays tidy, there are no piles of dirty washing on the bathroom floor and she can watch soap operas all night! Oh, and several women mentioned they enjoyed sleeping in. Most athletes start their day at about 6 a.m.
- I: I don't think I'd be very keen on that! I suppose athletes depend a lot on their partners for support. That must be an important part of their relationship.
- B: Yes, the wives and husbands of top sports stars can play an important role in their partner's success, from putting food in the cupboard to giving emotional support – especially if they don't win. But when they do win, the glory is entirely their own. As each winner receives their medal, there will be a partner standing unrecognised in the audience. Not that the women don't have their own goals and ambitions. Clare Smales, girlfriend to Olympic rower, Ed Cooze, is a successful freelance journalist, and Demetra Pinsent, wife to Matthew Pinsent, is a high-flying management consultant.
- I: But their husbands must always take priority?
- B: While they are still in competitive sport, yes. Clare Smales agrees that in every single decision they have to put rowing first. Sometimes, for example, they can't go to the cinema because it would mean that Ed's legs would be cramped for two hours. But they agree that when they see their partners in a big competition they get really excited about it, and feel so proud of them. I suppose that makes up for all the missed time together. After all, an athlete's career is not a long one – they will have more time together in the future.

Key 1: F 2: T 3: T 4: F 5: F 6: T

- 3 Ask students to discuss the question in pairs. Briefly feed back as a class.

## Vocabulary | page 61

- 1 R.24 ▶ Remind students about collocations. These are examples of adjective + preposition collocations. Ask students to try to put the correct preposition with each adjective. Play the recording again for them to check their answers.

Key 1: with 2: from 3: at 4: about 5: on 6: about 7: of

- 2 Ask students to write the correct prepositions for the further five adjectives. Check in pairs and as a class.

Key 1: of 2: at 3: with 4: of 5: in

exam reviser p9 7.2

Ask students to put the adjectives from Exercises 1 and 2 into the table in the Exam Reviser.

Encourage them to add other adjective + preposition collocations as they learn them.

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## Optional extra 5 minutes

Ask students to talk together to tell each other about themselves using the adjective and preposition collocations from the previous two units, like this:

A: I'm afraid of spiders.

B: Oh me too! I hate their hairy legs.

workbook p42 Exs 1–2

## Writing | page 62

- 1 Look at the exam question with the students. This is an example of a PET Writing Part 2.

Ask students to read the sample answers and decide which one is better and why. Establish that answer A is better because it answers all the points given. Answer B does not explain that you cannot come or say why.

Key Answer A is better because it includes all the information. Answer B does not explain that you can't come, or why.

- 2 Ask students to find two examples of each of the functions mentioned.

Key Thanking someone for an invitation: Thanks very much for asking me; Thank you for inviting me  
Inviting someone: Would you like to come round for dinner; How about coming round for dinner

exam reviser p24

Ask students to add the phrases they have found to the other examples in the Exam Reviser.

### Exam information

In the PET Writing Part 2 students will be asked to carry out a number of functions such as:

- making and responding to offers and suggestions
- expressing and responding to thanks
- making and responding to excuses and apologies
- giving and responding to invitations.

It will be helpful for students to learn a few phrases they can use to carry out each of these functions.

- 3 Look at the question in Exercise 1 with the students and make sure they understand the three points to be included.

Look at the skills box together.

Refer students to the Exam Reviser for useful language.

Ask them to write a response in 35–45 words.

Monitor and correct as necessary.

Either choose a good example from your class and put it on the board, or use the model answer below.

Discuss how it answers the question.

#### Model answer

Dear Hannah

How about going to see that new film with Brad Pitt on Saturday? It's supposed to be really good. The film starts at 8.20 so we could meet outside the cinema at 8.00.

Jane

### Optional extra homework

Give students this parallel task.

A friend has invited you to go and see a film with them at the weekend.

Write an email to your friend. In your email you should:

- thank them for the invitation
- explain that you have already seen the film
- invite them somewhere else instead.

#### Model answer

Dear Jane

Thanks for inviting me to go and see the film. I'm afraid I've already seen it though – and it wasn't very good! Would you like to go and see another film instead?

Let me know.

Hannah

## Functions | page 62

- 1 Put students into pairs and give them 3–4 minutes to write down as many sports as they can remember from the unit. Let them check their lists together and correct any spelling mistakes. They can use the list in the Exam Reviser 7.1 to help them.

- 2 Ask students to close their books. Dictate the functional language in the box. Ask them to write down the phrases in two columns: likes and dislikes. Ask them to check what they have written together and try to correct any errors.

Students can then check what they have written against the original box.

Check understanding by asking which columns they put the phrases in and model and drill each phrase for correct stress and intonation.

Ask students to work together to choose two sports that they both like watching and doing/playing. They should try to use some of the functional language.

exam reviser p19

Ask students to add the expressions for likes/dislikes to the expressions in their Exam Reviser.

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#### Teaching Tip

Students will find it easier to recall and use new language if they have 'processed' it in some way. Useful tasks include dictation, categorising and ranking.

- 3 Ask students to report to the class or to another pair about which sports they chose and why. This task repetition will help to develop their accuracy and natural use of the functional language.

### Optional extra 10 minutes

Ask students to prepare to talk for 1–2 minutes on the topic below.

Encourage them to make notes using key words rather than using the preparation time to write sentences.

Choose a sport that you know something about. You are going to talk about it for 1–2 minutes. Make notes under these headings:

- The history of the sport
- Who plays it (men/women, any famous players)
- Why you enjoy playing or watching it

Work with a partner. Listen to each other talk and ask questions.

This speaking task provides practice for Trinity ISE I, GESE and SFL Entry 3.

## Reading | page 62

- 1 Ask students to look at the descriptions of each person and underline the key pieces of information like this:

1 *Charlie is going skiing later this year and wants to get stronger and fitter. He hasn't exercised regularly for a few years and needs someone to guide him. He doesn't want to pay more than £30 a month.*

Ask the students to read the gym descriptions and find those which match all the key pieces of information for each person. Feed back as a class, eliciting reasons for their choices.

Key  
1: Pumping Iron Fitness Centre 2: Ladywise  
3: First Class Health Club 4: Paradise

### Exam Tip

This is similar to a PET Reading Part 2 (though slightly shorter). Underlining key pieces of information and matching with those in the text is a useful strategy. Make sure, however, that students are not simply matching words, which can be misleading.

- 2 Put the table on the board and check students understand the difference between *facilities* (rooms or equipment) and *services* (things a company can do for its customers).

Ask students to read the text again and to make a list of the different facilities and services offered. The aim is to encourage them to notice new and potentially useful vocabulary in texts.

Feed back as a class onto the board. Clarify meaning where needed, e.g. *beauty therapy, bistro, sunbeds, nutrition and diet*.

#### Fitness Freak Health Club

**Facilities:** air-conditioned facilities, exercise studio, heated 10m indoor pool, sauna and steam room, crèche/childcare

**Services:** a large variety of classes, aqua and aerobics, free fitness assessment, beauty therapy, physiotherapy and sports injury available at extra cost

#### First Class Health Club

**Facilities:** fully-equipped gymnasium, air-conditioned aerobics studio, sauna

**Services:** free fitness assessment + 2 sessions with instructor; in-house beauty therapy centre with sunbeds

#### Ladywise

**Facilities:** well-equipped gymnasium - weights, running, cycling machines, women only, childcare

**Services:** fitness programme for each 30-minute visit

#### Paradise

**Facilities:** fully-equipped gymnasium, large swimming pool

**Services:** aerobics, circuits, aquaerobics at extra charge

#### Pumping Iron Fitness Club

**Facilities:** fully-equipped gymnasium on 3 floors

**Services:** free induction with experienced fitness instructor with advice on nutrition and diet

- 3 Put students into small groups and ask them to discuss the questions together. Encourage them to use some of the vocabulary from Exercise 2.

## Optional extra 15 minutes

Ask students to look at the gym membership form below and clarify any unknown words, e.g. contact number, postcode, in the event of an emergency, occupation, previously.

Note that these terms are commonly found on forms that students, particularly ESOL students, will need to complete.

### PERSONAL INFORMATION

Name: \_\_\_\_\_

Email address: \_\_\_\_\_

Address: \_\_\_\_\_

Post code: \_\_\_\_\_

Daytime contact number: \_\_\_\_\_

Evening contact number: \_\_\_\_\_

Doctor's name and telephone number \_\_\_\_\_

### Person to contact in the event of an emergency

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Postcode: \_\_\_\_\_

Daytime contact number: \_\_\_\_\_

Evening contact number: \_\_\_\_\_

### Additional information

Date of birth: \_\_\_\_\_

Occupation: \_\_\_\_\_

Have you ever previously used a gym? Yes/No

### Exercise objectives – please tick all that apply

Lose weight ☐ Get fitter ☐ Build strength ☐

Recover from an injury or back problem ☐

Do you take part in other sports or activities? Which ones and how often?

Then ask students to complete the forms with their own details. Check spelling in pairs.

## Functions | page 63

- 1 Look at the first discussion question and elicit a few opinions. Direct students to the functions box. Ask them to complete the phrases with statements or questions related to the first topic. E.g.

*I don't agree that athletes should be allowed to take drugs. However, it is very hard to control.*

*What do you think about the idea that athletes should be allowed to take drugs if they want to?*

Elicit some examples and write them on the board and use them to make sure students understand how to use the phrases.

Model and drill the phrases for correct stress and intonation.

Put students into small groups and ask them to discuss the topics, using the functional language where appropriate.

*Circuit  
turne  
elektrik domest*

### Teaching Tip

If students are not confident about voicing their views or if the topic is quite controversial, it can be more effective to ask students to put forward arguments that are clearly not their own.

### exam reviser

p19

Ask students to add the functional language to the Exam Reviser.

## Listening | page 64

- 1 Look at the picture and ask students if they think it looks like fun and if they ever do anything similar.

Ask students to discuss the questions together.

- 2 R.25 Ask one of the students who exercises regularly how they motivate themselves.

Look through the ideas listed and check understanding.

Refer students to the listening skills box and elicit some ideas, e.g. *sports gear – exercise clothes; friend – mate; benefits – advantages.*

Play the recording and ask students to note which ideas are mentioned.

Ask students to check their answers together.

If students have found the task difficult, tell them they will have a chance to hear it again for the next exercise and delay checking answers now.

### R. 25

It is estimated that every year in Britain £200 million is wasted on gym memberships. How can it be wasted? If you go to the gym, you get fit, surely? And isn't that a good thing? Well, it's wasted because people take out the membership and then never go. How can you make sure you keep motivated?

Well, first of all, choose something you enjoy, rather than something you think is good for you. If you like being outdoors, join a running club instead of staying in a hot sweaty gym.

Try to always exercise at the same time on the same days. If you're always tired by the afternoon, choose a time of day when you feel more energetic. Exercise with someone else. If you have a mate waiting for you to go to the gym with him or her, you'll be less likely to cancel. Put your workout dates in your diary and commit to them as if they are business meetings.

Don't always do the same thing. Unless you change your workouts, your body will only train one set of muscles and you will stop seeing results. One weekly fitness plan might include swimming or running one night, lifting weights another and cycling on another.

Before you go to bed, pack up your sports kit and leave it by the front door. If you have to step over it to get out, it won't be so easy to 'forget' to exercise.

Finally, fit in fitness whenever you can. If you haven't got time to go to the gym, you'll get as much benefit from a few short bursts of exercise instead. Try getting off the bus one stop early, walking to work or taking the stairs instead of the lift.

Key 1, 2, 5, 6

- 3 R.25 Students who are not confident they have all the answers can listen again to check their answers.

Students who feel they have the first set of answers can listen again for two more ideas.

Exercise at the same time on the same days. Fit in little bits of exercise when you can.

### Teaching Tip

Setting a small extra task in this way for a second listening can provide a useful way of providing differentiation for students.

- 4 Put students into pairs and ask them to discuss the questions. Briefly feed back as a class.

## Grammar | page 64

- 1 Ask students to look at the example sentences in the grammar box (taken from the listening) and establish that they are all about real or possible situations in the future.

Ask students to work in pairs to answer the questions.

In feedback, use their answers to clarify the meaning and form of the real conditionals.

Refer students to the grammar reference on page 157 if necessary

1: *if/unless* + present simple

2: a A, B b C, D, E c F, G

3: a to talk about something which is generally true (A)

b to give advice (C) c to talk about what will probably happen in a specific situation (G)

### Language note

All the examples given have the *if* clause first. However, it is possible to reverse the order of the clauses. This may not be the case in your learners' first language and can cause some confusion. Also watch out for learners using *will* in the *if* clause when referring to the future.

- 2 To check students' ability to use zero conditionals, ask them to complete the sentences with something they think is generally true.

Ask students to compare and discuss answers in pairs. Do they have similar or different ideas?

- 3 Ask students to complete the sentences using a clause with *will* (sometimes called a first conditional).

Give students the opportunity to read and comment on each other's sentences in pairs.

- 4 Direct students to the grammar note on *unless* and check understanding.

Ask them to complete the sentences. Note that this is a similar exercise type to the PET Writing Part 1.

1: Unless you choose a sport you enjoy, you won't stay motivated.

2: If you don't exercise regularly, you won't get fit.

3: Unless you prefer to be outside, going to a gym can be fun.

4: If you don't vary the type of exercise you do, you will get bored.

### Optional extra 5–10 minutes

To provide some controlled practice of real conditionals using an imperative, write this statement on the board: *I hate watching sport on TV. It's so boring.*

Then elicit some advice. E.g. *If you don't enjoy watching sport on TV, watch something else instead!*

Ask students to work in pairs to find three pieces of advice using the same structure for these statements:

- I really want to be an Olympic athlete.
- I can't understand all the rules of football.

Briefly feed back as a class.

WORKBOOK p43 Exs 1–4

## Vocabulary | page 65

### Teaching Tip

The aim of these exercises is to help students to distinguish between words with similar meanings. A good monolingual dictionary can be very helpful here, as a bi-lingual dictionary may not make the same distinctions.

- 1 Write the words *injury* and *wound* on the board. Ask students to look at the dictionary extract in the Learning Tip and find out how the words are similar and different.

They both mean 'physical harm caused by an accident or attack', but a *wound* is specifically an injury caused by something sharp or a gunshot.

Use this example to establish that words with similar meanings cannot always be used interchangeably. This may be because of slight differences in meaning/usage, because they differ in form (i.e. countable or uncountable) or because of what they collocate with.

Ask students to decide on the best word for each gap. Encourage them to use monolingual dictionaries.

As you check answers, encourage students to explain the reasons for their choices.

In the first question, get collocates with *exercise*. To use *workout* we would have to say *Do some more workouts* or *Workout more*.

Key 1: exercise 2: train 3: workout 4: well 5: fine 6: fit 7: healthy

- 2 Look at the words in the box. Students will have already discussed *wound* and *injury*, now they are going to expand this a little.

Ask students to work together, using a dictionary, to answer the questions.

Check answers as a class.

Key 1: hurt, injure, damage 2: wound, cut 3: break  
4: injure, hurt, cut 5: wound 6: a leg injury, a leg wound

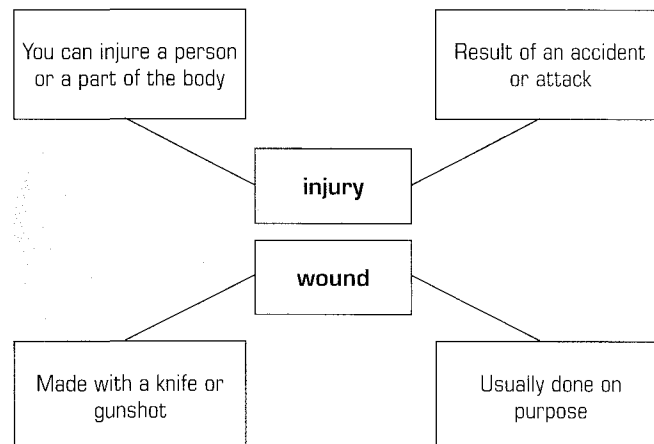
### Vocabulary development

Divide students into four groups and give each group one of these groups of words:

- run/jog/sprint
- sick/ill/infirm
- fat/plump/large
- tired/sleepy/exhausted

Ask them to use their dictionaries to explore the differences in meaning between each group of similar words.

They should put their findings onto a poster, showing the relationship between the words like this:



Ask half of each group to stay with the poster, while the other half go round and look at the other posters.

Those who stay with the posters should explain what they have found to the 'visitors'.

- 3 Using dictionaries where necessary, ask students to work in pairs to decide which body parts can be used with *-ache*. In feedback, establish what would be said for the other body parts, e.g. *my arm hurts*, *I've got a pain in my foot*.

Key head, tooth, back, ear, stomach

EXAM REVISER p10 7.3

Ask students to complete the table in the Exam Reviser with the vocabulary from this section.

- 4 Look at the picture and ask students what they know about Dee Caffari or what they can guess from the picture.

Ask students to skim the text, without filling in the gaps, to find out what problems she had.

Key There were a few big storms and for a few days she was in terrible danger, surrounded by icebergs.

### Cultural information

Dee Caffari is a British yachtswoman in her 30s. She started sailing as a child. After university she became a PE (Physical Education) teacher, but gave it up when she realised that all she really wanted to do was to sail. In 2006 she became famous for being the first woman to sail single handed around the world – the wrong way!

- 5 Look at the first question with students. The four options are similar in meaning, but only one is possible.  
Ask students to complete the gaps, choosing one of the four options.

Key 1: A voyage 2: B crossed 3: C on 4: C more 5: A injury  
6: C fit 7: D the 8: C few 9: C proud 10: B to

#### Exam Tip

Exercise 4 is similar to the kind of multiple-choice gap fill found in PET Reading Part 5. The options given will often include words which have a similar meaning. The correct choice will either be the only one that works grammatically or the best collocate. Encourage students to think about the reasons for their choices.

- 6 Pre-teach any vocabulary, e.g. *achieve*, *risks*.  
Ask students to discuss the questions in small groups.  
Briefly feed back as a class.

## Language Review | page 66

### Grammar

- 1 Remind students of the rules for the use of *for* and *since*.  
Ask them to choose the best alternative for each sentence.  
Check as a class, encouraging them to use the weak form of *for* when giving their answers.

Key 1: for 2: since 3: since 4: for 5: for 6: since 7: for 8: for  
9: since 10: for

- 2 Check students remember the difference in meaning between *if* and *unless*.  
Ask them to complete the sentences choosing the correct alternative.  
In feedback, try to elicit alternatives using *if* instead of *unless* and vice versa.

Key 1: unless 2: if 3: unless 4: if 5: unless 6: if 7: unless  
8: unless 9: if 10: if

#### Optional extra 10 minutes

Get students sitting in a circle with space in the centre.

Say *Change places if you are wearing black socks* or something that applies to several students.

Everyone who is wearing black socks must stand up and find another seat. While they are doing this, take away one of the chairs so that one student is left standing in the middle.

Ask the student to give an instruction using *Change places if...*

While this is going on, the original student tries to grab a seat, leaving someone else standing up.

The new student says *Change places unless ... (you have blond hair)*. This time everyone who has **not** got blond hair must change places. And so on. Students will have to listen and think carefully about the meaning of *if* and *unless*.

- 3 Do the first sentence with the students as an example.  
Ask them to find and correct the mistakes in the remaining sentences.  
Check answers as a class.

Key 1: If you ~~will~~ need a helmet for the game, I will lend you mine.  
2: You won't win ~~if~~ **unless** you play well.  
3: You won't feel healthy unless you do ~~a~~ regular exercise.  
4: I enjoy ~~doing~~ **going** swimming in summer.  
5: I have had the same tennis racket ~~since~~ **for** ten years.  
6: He will need to ~~do~~ train hard if he wants to be an Olympic athlete.  
7: I am not keen ~~at~~ **on** water sports.

### Vocabulary

- 4 Ask students to underline the odd one out in each group.  
In feedback, elicit the reasons for their choices.  
Check answers as a class.

Key 1: swimming 2: baseball 3: diving 4: skates 5: net

- 5 Do the first example with students.  
Then ask them to choose the correct alternative in each case.  
Check answers as a class.

Key 1: about/about 2: with/in 3: on/at 4: at/of 5: at/at  
6: of/with 7: of/about

### Language note

Many students will find that collocating prepositions translate differently in their language. It can be helpful to focus on contrasts between languages. For example, it would seem more natural to many students to say *I'm good in tennis*.

#### Optional extra 5 minutes

Ask students to translate the adjective + preposition collocations in Exercise 5 into their own language.

If you have a monolingual class, ask them to check their answers together.

If you have a multilingual class, you can ask them to translate them back into English.

Then discuss differences they notice and encourage them to focus on learning those which are different, and therefore less likely to be used naturally.

- 6 Ask students to underline the two correct alternatives in each sentence.  
Check as a class.

Key 1: rugby, volleyball 2: fond of, keen on  
3: backache, stomach ache 4: anxious about, afraid of  
5: diving, surfing 6: horse riding, cycling  
7: workouts, exercise 8: wounded, broke 9: fit, well

### Preview

**Vocabulary:** the arts; word families

**Grammar:** contrast linkers; narrative tenses; past perfect

**Reading:** prediction; reading for specific information; guessing meaning from context

**Listening:** listening for specific information; multiple choice (PET Part 2); gap fill (PET Part 3); True/False (PET Part 4)

**Speaking:** discussing possibilities; extended speaking (Trinity ISE/GESE; SFL)

**Pronunciation:** word stress in word families

**Writing:** a story (PET Part 3; SFL creative writing); checking and correcting your work

**Additional materials:** different types of books (fiction and non-fiction)

### Introduction | page 67

- 1 Ask students to look at the title of the unit and the pictures. Elicit these words: *spoon, tie, clock, penguin, i-pod, moon*.

Ask them how imaginative they think they are and elicit the antonym *unimaginative*, the synonym *creative* and the collocation *to have a good imagination*.

Direct students to the photo of a spoon.

Ask them to think of as many uses as they can for it in 2 minutes.

- 2 Put students into pairs to compare their ideas. Elicit feedback and end the discussion by asking who they think is the most imaginative student in the class.

- 3 Tell students that they are going to compare their lives as children with their lives today.

Put them into pairs to discuss the questions.

Elicit feedback.

- 4 Tell students to choose three of the photos on the page and think of a story that involves all three of them.

Tell them that they can make a few notes if they wish.

Put them into pairs to compare their stories.

Monitor and help the pairs if necessary.

Elicit feedback.

#### Teaching Tip

Use your hands to give instructions and direct your students. For example, cup your hands to indicate that they should work in pairs instead of saying *Can you work in pairs, please?*

### Listening | page 68

- 1 Tell students that they are going to talk about dreams and dreaming.

Elicit from students their own experience of dreaming and what they think their dreams might mean. Are there any ideas which are shared by the whole class?

- 2 R.26 Tell students that they are going to listen to two people talking about dreams and their meaning.

Go through the skills box and ask them to read the instructions carefully.

Check their understanding by asking:

- Who is Daniel Bilton? (a psychologist)
- Is he talking about why people dream or what people dream about? (what people dream about)

Play the recording and ask them to listen and see if any of their ideas in Exercise 1 are mentioned.

Put them into pairs to compare their answers and then feed back.

#### R.26

I = Interviewer, D = Daniel

- I: And in the studio today we have Daniel Bilton, a clinical psychologist with an interest in dreams and their meanings. Daniel, why do you think that people are so fascinated by dreams?
- D: Well, we spend about six years of our lives asleep and dreaming you know, it's almost a parallel life, and, as far as we can tell, people have always been interested in dreams and what they might mean. There are stories about dreams from all the ancient cultures of the world.
- I: And can dreams actually tell us something about our waking lives?
- D: Well, a lot of people seem to think so. Traditionally, certain dreams have certain meanings. For example, if you dream of losing your teeth or your hair, it may mean that you are afraid of the ageing process. Or some people interpret it as meaning that you are worried about what other people think of you.
- I: And what about dreaming of falling or flying? Isn't that one of the most common dreams?
- D: Yes, it is. People say that it means that you really want to get away in some way – to escape or travel. However, it is possible that it is just the body's response to you falling into sleep. Probably the most common dream is being chased – that is said to mean that you are worried about whether other people like you, too. I guess that's something all of us worry about at some time! Oh, and being in a house with doors and rooms. The different rooms are thought to represent different parts of your personality.
- I: To what extent do you actually believe in these interpretations?
- D: Well, I don't really think it's as simple as that. I don't think that a dream can possibly have the same meaning for everyone who dreams it. I think that the meaning of dreams is probably different for everyone – a very personal thing. That said, research does show that men and women tend to have different sorts of dreams. Men's dreams have more strangers in them, they involve more cars, roads and violence and they are more often about work – often concerning redundancy and financial security.
- I: What about women's dreams?



- D: Well, women more often dream about the home. Their dreams are more likely to involve members of the family and they are likely to last longer.
- I: How can people find out what their dreams mean then?
- D: Well, some psychotherapists would say that you need to visit a trained therapist to interpret your dreams. I think, however, that the person who had the dream is the best person to say what it's about. If you think about it, you'll probably be able to work it out. There can be some truth in the traditional meanings. If you dream of being lost, for example, think if there's a part of your life where you're looking for direction. Maybe your unconscious mind is trying to tell you something ...

**3 R.26** Ask students to read the questions and guess the answers before listening.

Play the recording and ask them to choose the correct letter. Put them into pairs to compare their answers and then feed back.

End the discussion by asking how many answers they guessed correctly before listening.

**Key** 1: C 2: B 3: B 4: C

## Exam information

This task is similar to PET Listening Part 2. Students listen to a factual monologue and answer six multiple-choice questions. It tests their ability to understand factual information. In the exam students will have the opportunity to hear the recording twice.

**4** Ask students what they can remember about dreams and their meanings.

Put them into groups to discuss the statements.

Direct them to the expressions in the useful language box and ask them if they express agreement or disagreement (disagreement).

Tell students to try to use the expressions in their discussion of the statements.

Elicit feedback.

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## Grammar | page 68

**1** Ask students to look at the two examples and find words which link ideas together and write them on the board: *However, ... That said ...*

**2** Ask students to match the linkers in Exercise 1 with the rules (they are both examples of rule 2).

Check understanding and ask what two things are expressed in the examples and how they are different.

Ask students to notice how *however* is used in the sentence.

Is it used at the beginning or the end? (beginning)

Does it separate two sentences or does it separate one sentence? (two sentences)

Refer students to the grammar reference on page 157 if necessary.

**Key** *However* – rule 2; *That said* – rule 3

**3** Ask students to read the sentences and the examples of how linkers can be used.

Ask them to link the sentences using the examples to help them.

Put them into pairs to compare sentences.

Elicit feedback.

To check understanding, ask students to decide if these sentences are true or false.

- 1 *Although* can be used at the beginning or in the middle of a sentence. (true)
- 2 *But* can be used only in the middle of a sentence. (true)
- 3 *In spite of* and *despite the fact* are followed by the same form. (false)

**Key**

1: I need eight hours sleep. However, I usually get about seven. Although I need eight hours sleep, I usually get about seven. I need eight hours sleep but I usually get about seven.

2: I never remember my dreams, while my husband always does. I never remember my dreams but my husband always does. I never remember my dreams. However, my husband always does.

3: My daughter often has nightmares but my son doesn't. My daughter sleepwalks although my son doesn't. My daughter sleepwalks, while my son doesn't.

4: My husband says he dreams a lot, in spite of snoring all night. My husband says he dreams a lot, although he snores all night. Despite the fact my husband says he dreams a lot, he snores all night.

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**workbook** p47: Exs 1–4

## Reading | page 69

**1** Direct students to the box and ask them what they know about the famous people.

Help them by asking questions and tell them to read the texts quickly to get the answers.

- 1 Which person is a famous singer/song writer? (Paul McCartney)
- 2 Which three people are connected with books and literature? (Mary Wollstonecraft Godwin, Robert Louis Stevenson, Samuel Taylor Coleridge)
- 3 Which person was an inventor? (Elias Howe)

**Key**

Paul McCartney – *Yesterday*  
 Mary Wollstonecraft Godwin – *Frankenstein*  
 Samuel Taylor Coleridge – *Kubla Khan*  
 Elias Howe – sewing machine  
 Robert Louis Stevenson – *Dr Jekyll and Mr Hyde*

- 2 Ask students to read the texts again and check their answers to Exercise 1.  
Put them in pairs to answer the questions.  
Check answers as a class.

Key 1: B, D and E 2: C 3: D 4: C 5: A

- 3 Put students into groups to discuss the questions.  
Ask each group to choose one person to speak for the group and report back on what was said.  
As a class, compare the ideas and experiences of each group.

## Vocabulary | page 69

- 1 Direct students to the words in the box and ask them to put the words into the correct categories.  
Put them in pairs to compare their answers.  
Check answers as a class.

Key  
**Things you look at:** painting, portrait, sculpture  
**Things you read:** novel, short story, poem  
**Things you listen to:** symphony, song

exam reviser p10 | 8.1

Ask students to complete the table in the Exam Reviser.  
Put them into pairs to discuss their favourite type of painting, type of book and type of music and give reasons why.

### Vocabulary development

Write these headings on the board: *Strings, Percussion, Woodwind, Brass*.

Ask the students to group these musical instruments under the correct heading:

bass drum bassoon clarinet cymbals double bass  
flute horn oboe tambourine triangle trombone  
trumpet viola violin

#### Answers

**Strings:** double bass, viola, violin

**Percussion:** bass drum, cymbals, tambourine, triangle

**Woodwind:** bassoon, clarinet, flute, oboe

**Brass:** horn, trombone, trumpet

Ask students to check their answers in the dictionary.  
They can then talk about musical instruments they play, which ones they like listening to and which ones they would like to learn to play in future. Encourage them give reasons for their answers.

workbook p46 | Exs 1-2

## Speaking | page 70

- 1 Write these headings on the board: *Types of book, Words to describe books*.

Ask students to group these words and phrases under the correct heading:

novel very readable non-fiction short stories  
fascinating thriller horror romance  
well-written gripping

Tell students to look at the book covers accompanying the descriptions of the books and ask *Are all the books works of fiction or non-fiction?* (fiction)

Tell them to read the descriptions as quickly as they can in order to say which one they would prefer to read and why.

Elicit feedback. End the discussion by asking the students which book is the most popular in the class.

- 2 Ask students to look at the useful language box and check understanding by asking questions:

- Which word means a person represented in a book? (character)
- What examples do you know of famous characters in works of fiction?
- If a story ends in a positive way, for example the two main characters get married, how can we describe it? (a happy ending)
- If a book has a twist at the end, does it end in the way you expect or does it end in a way you don't expect? (don't expect)
- What is the name for the separate parts into which a book is divided? (chapters)
- What is another word for the story? (plot)

Tell students that they are going to talk about one of their favourite books.

Ask them to work individually and make some notes for each question.

Remind them to use some of the words in the useful language box if they can.

Monitor and offer help if necessary.

### Teaching Tip

Use different ways to elicit vocabulary from the students and vary the type of questions you ask. This might include *yes/no* questions, synonyms and definition questions.

- 3 Put students into pairs and ask them to talk and answer questions about their books.

When they have finished, put students into groups to compare their favourite books. Is there one book which is very popular with the whole class?

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## Vocabulary | page 70

- 1** Ask students to look at the book covers at the top of the page and say which two books are horror stories (*The Locked Room* and *Frankenstein*).  
Ask them to read the text for *The Locked Room* quickly and underline a word that indicates fear (terrifying).  
Direct them to the vocabulary box and ask what the words have in common. (They are all words connected with *fear*.)  
Elicit from the students which words in the box are verbs (scare, spook, terrify).  
Ask them which adjectives describe horror stories such as *Frankenstein* and *The Locked room* (spooky, creepy, hair-raising, terrifying, scary).  
Ask them to find words that describe our feelings about horror stories (spooked, scared stiff/to death, terrified).  
Put students into pairs to replace the words in *italics* with words from the box.  
Check answers and end by asking the students how they would feel about reading these two horror stories.

**Key**

1: to scare/terrify/spook someone  
2: to give someone a scare  
3: The film was really scary/terrifying/hair-raising/spooky/creepy.  
4: I felt scared (stiff/to death)/terrified/spooked.

- 2** Direct students to the words in the box and ask:
- Which words in the box are nouns? (person, politics, competition)
  - Which word is a verb? (argue)
- Ask students to look up the words in a dictionary and see what word families they can find for each one.  
Remind students to mark the stress for each word.  
Write answers on the board mark the stress for each one.  
Say each of the words in the table in turn and ask students to repeat them.

verb	noun (thing)	noun (person)	adjective
		o o person	o o o personal
o o o o politicise	o o o politics	o o o o politician	o o o o political
o o argue	o o o argument		o o o o o argumentative
o o compete	o o o o competition	o o o o competitor	o o compete

exam reviser p10 8.2

Ask students to complete the table in the Exam Reviser using a dictionary to help them.

## Optional extra 10 minutes

Dictate these sentences and ask students to complete them with the correct form of the words in the table:

- It took me ages to read. I didn't really understand the central \_\_\_\_\_ of the book at all.
- Sarah is studying \_\_\_\_\_ at Edinburgh University.
- A \_\_\_\_\_ column of a newspaper contains short advertisements and private messages.
- Jon is going to enter the music \_\_\_\_\_. He thinks it will be challenging and fun!

### Answers

1: argument 2: politics 3: personal 4: competition

Then ask students to write their own sentences for the other words in the table.

- 3** Monitor the pairs, offering help if necessary.  
Elicit feedback and end the discussion by asking if horror stories are popular among the class or not.

## Listening | page 70

- 1** Put students into pairs to make a list of what they think makes a good book.  
Provide some prompts: *story, ending, characters*.  
Elicit feedback and get students to write their ideas on the board.
- 2 R.27** Tell students that they are going to listen to a writer talking about how to write a good horror story.  
Tell them that they are going to read the notes and work in pairs to predict the answers. Draw their attention to the skills box and explain that prediction is a very important strategy to learn in order to listen effectively.  
Play the recording and then ask them to compare their answers.  
Check answers as a class.  
Ask students how many of their guesses were correct and if they think that predicting answers before listening is a good strategy for them.

## Exam information

In PET Listening Part 3 students listen to a factual monologue and complete a set of notes. This task requires them to understand and write down factual information.

### R.27

People often ask me how I started writing horror stories. Well, the truth is that I read a horror book and thought that it was so badly written that I could do much better myself. As soon as I'd finished it, I sat right down and wrote my first best-seller. So if any of you tell me that reading my books has inspired you to write, I might get a bit worried!  
I expect you're looking for some tips on how to write a horror best-seller. Well, first of all, I think there are some dos and don'ts that apply to any kind of writing. Perhaps the most important thing to remember is that writers write. You should write something every day. Select what time you're going to write each day and stick to it. You could start with just an hour a day but do it every day. Don't wait for a great idea to come before you start. You could be waiting a long time. Just keep writing – the ideas will come while you're writing. When you've finished writing, don't read it through as soon

as you've finished. Wait until the next day. After that, you can read it again with fresh eyes and decide if you need to rewrite it. A good tip is to leave your last sentence unfinished. That way it will be much easier to start again the next day. And maybe you'll think of a great way to finish it during the night.

Keep your sentences, paragraphs and chapters short. If your chapters are short then your readers will tend to think, 'I'll just read the next chapter.' Then, because that's short too, the next one. So they keep reading until, suddenly, they've finished the book and if you finish a book quickly, you'll remember it as a great read.

If you can, finish every chapter with something that makes the reader want to continue. Also, start with slightly longer chapters then make them shorter as you get near to the end of the book. This adds to the feeling of excitement.

And, of course, a good horror story needs a strong plot. Decide on the characters and what is going to happen to them before you start writing. You can change it as you go along, but at least that gives you a framework to work around. But how can you make it really scary? Well, start by thinking about what really scares you. Chances are that if it really scares you, you'll be able to make it terrifying enough for anyone else.

**Key** 1: write something 2: wait for 3: read it through  
4: last sentence 5: short 6: characters

**3 R.28** Tell students that they are going to listen to the beginning of a horror story and ask them to predict what the story will be about from the title.

Ask students to read the sentences before listening.

Play the recording and tell students to decide if the sentences are true or false.

Put them into pairs to compare their answers.

Check answers as a class.

Ask students to recall as much of the story as they can.

#### Teaching Tip

Encourage students to predict the content of text using the title as a prompt. They might think about the content of the painting and speculate what sort of place Anningley Hall is. Does it sound modern or traditional? Does it sound like a large or small place? These questions will help to orientate the students before they start the text.

#### R.28

##### The Painting of Anningley Hall, Part 1

Mr S Williams was a collector of paintings for a museum at a university in England. His special interest was pictures of old English country houses, English churches and country towns. One day Mr Williams was sitting at his desk when he received a price list from Mr Britnall's shop, where he often bought paintings. As he was looking at the price list he saw a note from Mr Britnall himself, saying that he thought painting number 978 might interest him. Although the price seemed rather high, the description of number 978 made Mr Williams keen to see it. He decided to order it at once. The painting arrived a few days later and Mr Williams tore off the paper, feeling quite excited. What he found was an ordinary picture of a large country house from the century before. The house had three rows of windows, there were tall trees on either side and a garden in front. He could not see anything very special about the picture and could not understand why Mr Britnall thought he would like it, or why the price was so high. He decided to send it back to the shop the next day.

That evening, a good friend, John Garwood, came to Williams' house. While they were talking, he noticed the painting. 'A new one, eh, Williams?

Mmm, I rather like it. The light is very good and I rather like this person at the front.'

'A person?' said Williams, coming closer. 'Oh yes, so there is.' A person was standing under the dark trees at one side of the picture, looking at the house. It was impossible to say whether it was a man or a woman. 'I still feel it's a bit expensive though,' said Williams. 'I was going to send it back tomorrow.'

Soon afterwards, the two men went out to dinner with some of their friends and later Williams invited some of them back to his house for a drink. While they were drinking and talking, one of them, Edward Collins, who was also interested in art, noticed the new painting. 'Quite interesting,' he said, 'but don't you find it rather horrible, Williams? The person standing in front of the house is rather frightening.'

Williams was too busy pouring drinks to look at the painting just then, but later, on his way to bed, he looked at it again and was amazed to see that the person in the picture was now right in front of the house, not to one side under the trees. The person was crawling on their hands and knees, moving towards the house. He or she looked extremely thin and was dressed all in black.

'Am I going mad?' Williams asked himself. He decided to lock the picture in a cupboard but did not want to go straight to bed. 'I'll write down everything that has happened to the picture since it arrived here. Then in the morning I won't think this is all a dream,' he thought to himself. And that is what he did.

**Key** 1: F 2: T 3: T 4: F 5: F 6: F

**4 R.28** Ask students to look at the painting and briefly describe what they can see.

Play the recording again and ask students to answer the question.

Put them into pairs to compare their answers.

Elicit feedback

**Key** 2

**5** Put students into groups to answer the questions.

Ask each group to choose a person to speak for the group.

Ask one person from each group to explain their ideas.

Do they have similar ideas?

## Grammar | page 71

**1** Ask students what they can remember of the story so far. Use prompts if necessary.  
Ask them to read the extract carefully and answer the questions.  
Put them into pairs to compare their answers.  
Check answers as a class.

**Key** 1: went, invited, noticed 2: drinking, talking. 3: Complete actions in the past – past simple; Action in progress at a particular time in the past – past continuous

- 2 Ask students to read the next extract and find:
- two verbs which describe complete actions in the past (*he said, he looked at it again*)
  - two verbs which describe an action in progress at a particular time in the past. (*The person was crawling ... moving towards the house.*)

Check that they know that these tenses are past simple and past continuous and check that they know how they are formed.

**Complete actions in the past (past simple):** 'Quite interesting' he said; he looked at it again and was amazed; was right in front of the house

**Actions in progress (past continuous):** Williams was too busy pouring drinks; The person was crawling on their hands and knees, moving towards the house

- 3 Ask students to read the next extract and answer the questions. Put them in pairs to compare their answers. Check answers as a class. Refer students to the grammar reference on page 158 if necessary.

1: Both sentences contain two actions.

2: *was sitting at his desk* (the longer action) interrupted by *he received a price list*; *he was looking at the price list* (the longer action) interrupted by *he saw a note*.

- 4 Put students into pairs and ask them to complete the summary using past simple or past continuous. Check that they understand the form and use of each tense. Remind them it is important to read each sentence carefully. Check answers as a class.

1: was working 2: arrived 3: was 4: wanted 5: arrived 6: did not look 7: noticed 8: was standing 9: was going 10: saw 11: was crawling

## Grammar | page 72

- 1 Ask students what they remember of the story so far. What was the picture like? Ask them to read the next part of the story and spot the differences between what Nisbet saw and what Williams had seen earlier. Check answers as a class.

Nisbet saw moonlight, he didn't see any people, and one of the ground floor windows was open.

- 2 Ask students to look at the grammar box and answer the questions. Check answers as a class. Ask students to look at the sentence again and say how the past perfect is formed. Refer them to the grammar reference on page 158 if necessary.

1: *what he had seen the night before* 2 the past perfect

- 3 Ask students to look at the text in Exercise 1 again and underline examples of the past perfect. Is there an example of the negative form? (yes)

Check answers.

*He was sure there **hadn't been** a moon in the picture before.*

*Williams was quite sure there **had been** a person in front of the house before.*

- 4 Ask students to choose the correct alternative for each sentence.

Put them into pairs to compare their answers.

Check answers as a class.

Ask students to focus on the picture and describe the differences in the picture using the past perfect.

1: had seen 2: kept 3: wrote down/had seen 4: got up 5: hadn't seen 6: had definitely seen 7: had disappeared

- 5 Ask students to read the next part of the story and answer the questions.

Make sure that they do not attempt to complete the missing information at this stage.

Put them into pairs to compare their answers.

Elicit feedback.

1: They went out to fetch a camera and to visit John Garwood.  
2: Roberts came into the room and saw the picture.  
3: Because he couldn't stop looking at the picture.

- 6 Put students into pairs to complete the text using the best tense. Remind them that they will be using the past simple, past continuous and past perfect.

Review form and use of each tense if necessary.

Ask students from each pair to take turns in writing the correct tenses on the board.

1: had happened 2: decided 3: had seen 4: were doing 5: came 6: was sitting 7: jumped 8: entered

premium plus 32

- 7 R.29 Tell students that they are going to listen to the end of the story.

Ask them to read the questions and play the recording.

Put them into pairs to compare their answers.

Check answers as a class.

**R.29**

**The Painting of Anningley Hall, Part 4**

'Well, he said, 'It's not the sort of painting I would let my young daughter look at. She's easily frightened and I think this strange, thin person carrying a baby would give her nightmares.'

The three men said nothing but as soon as Robert had gone, they rushed to the painting. Robert was right. The strange person was now back in the picture. It was walking away from the house and in its long thin arms was a baby.

For two hours they sat and watched the picture but it didn't change again. They decided to go to have dinner and when they returned, the person had gone and the house looked quiet and calm in the moonlight. The picture never changed again.

When they investigated, they found out that the Francis family who had lived in the house had all died. The last baby boy of the family had disappeared mysteriously in the middle of the night in 1802. No one could discover who took the baby, but some time before the baby disappeared, a man called Tom Gawdy had been caught stealing by Sir John Francis, the father of the child. Gawdy was hanged for his crime. People said that perhaps a friend of Gawdy's wanted revenge and that they took it by stealing the last child of the Francis family. Or perhaps it was old Gawdy himself, come back from the grave.

Key

- 1: The strange person was now back in the picture. It was walking away from the house and in its long thin arms was a baby.
- 2: The person disappeared.
- 3: It might have been the last baby boy of the Francis family.
- 4: It might have been a friend of Tom Gawdy's or perhaps the ghost of Tom Gawdy.

- 8** Ask students what they thought about the story. How did they feel about it? Were they surprised by the ending? Would they like to read it again? What adjectives would they use to describe it?

**Learning Tip**

Ask students how they feel about reading stories in English. Ask them to read the advice. Do they agree with it? Why/Why not? Ask them if they can add any advice to the list.

workbook p49 Exs 1-5

**Speaking | page 73**

- 1** Direct students to the pictures and elicit the vocabulary. Ask:
- Which picture shows the person who decides how a person who is guilty of a crime should be punished? (judge, first picture)
  - Where does this person work? (courtroom)
  - Which picture shows someone who is guilty of a crime? (convicts, middle picture)
  - Where do convicts have to stay? (prison)
  - Which picture shows a long passage through the earth? (tunnel, last picture)

Ask students to look at the pictures and words and ask questions to find out the story. Look at the story on page 173 and explain that you can only answer yes or no in response to their questions and direct them to the example.

- 2** Put students into pairs and ask them to prepare to tell the whole story.

Choose individual students to give their version of the story to the class.

Ask students to turn to page 173 to compare their story with the original.

**Exam information**

In ESOL Skills for Life Entry 3 Task 2 students have to narrate a simple story. This requires students to use a range of past tense verbs and sequence events.

**Teaching Tip**

It can be helpful at the end of a story to encourage students to summarise it briefly. This reinforces key words and phrases and confirms that they have understood it properly.

**Functions | page 73**

- 1** Put students into pairs and ask them to put the functions in the order of certainty.

Check answers as a class.

**From most certain to least certain:**

I bet the convicts were digging the tunnel.

I expect the convicts were digging the tunnel.

I imagine the convicts were digging the tunnel.

Maybe the convicts were digging the tunnel.

Key

exam reviser p19

As students to add the expressions in Exercise 1 to the table in the Exam Reviser.

**Teaching Tip**

Use the board to illustrate grades and scales, such as order of certainty.

- 2** Tell students that they are going to work out what happened in the story. Direct their attention to the words in the box. Check they understand the meaning of the words by asking students to complete the sentences:

- If someone takes you away by force so that they can get money for you in exchange you are ... (kidnapped)
- Another word for 'said sorry' is ... (apologised)
- A word which means 'slept too long' is ... (overslept)

Put students into pairs to discuss what they think happened in the story. Make sure that they realise that they are not completely certain what happened and that they are speculating.

Remind them to use the expressions for discussing possibility in Exercise 1.

**Teaching tip**

Vary the way in which you elicit vocabulary from students such as providing them with definitions or asking them to supply synonyms.

## Writing | page 73

- 1 Tell students that they are going to write a story. Explain that they need to use certain words and phrases to help them structure their story.

Ask them to look at the stories on pages 173 and 174 again and underline phrases to begin the story.

Direct them to the words and phrases in the vocabulary box and ask:

- Which word or phrase could be used at the beginning of a story? (a few years ago)
- Which two words or phrases could be used at the end? (finally, in the end)
- Which word means the same as 'after a while'? (eventually)

Ask them to look back at the stories and find examples of these words.

Key in the end, a few years ago, eventually

### exam reviser

p25

Ask students to write the phrases which describe when something happened in the Exam Reviser.

- 2 Tell students that they are going to write a story. Go through the main points that they need to think about when they do it. Monitor students as they plan and write their answers.

Ask them to check their answer carefully against the points in the skills box.

Ask them to exchange their work with their partner so that their work can be checked again.

### Exam information

In Skills for Life Entry 3 Task 1 students may have to write a narrative of a sequenced past event. They need to write about 200 words.

In PET Writing Part 3 students have to complete an extended writing task which may be a story (approximately 100 words).

To complete these tasks successfully, students have to organise their story and use a range of language and tenses.

## Language Review | page 74

### Grammar

- 1 Review the use of contrast linkers and write them on the board: *however, while, in spite of, although, despite the fact, but*.

Check students understand when and how to use them.

Ask students to rewrite the sentences individually before comparing their answers in pairs.

Elicit feedback and write the completed sentences on the board.

1: You can borrow the book. However, you must give it back to me./You can borrow the book. You must give it back to me, however.

2: The film was good but it was too long.

3: I like her novels, while I am less keen on her poems./While I like her novels, I am less keen on her poems.

Key 4: In spite of her tiredness, she finished the book.

5: Despite the fact that she left school without any qualifications, she became a successful writer.

6: I like novels, although I don't enjoy romantic fiction./Although I like novels, I don't enjoy romantic fiction.

7: The characters don't like each other at the beginning of the book, but they fall in love at the end!

- 2 Review the past continuous and past simple forms and use.

Ask students to complete the sentences using the past simple or past continuous.

Remind them that they should read the sentences very carefully before choosing the form.

Put them into pairs to compare their sentences.

Check answers, making sure that the students have spelled the verb forms correctly.

Key 1: left 2: was opening 3: were 4: was looking through 5: was reading 6: was looking for 7: saw 8: found

- 3 Review the form and use of the past perfect.

Put students into pairs to choose the correct alternative.

Check answers as a class.

Key 1: had started 2: finished 3: had read 4: had written 5: had told 6: found 7: bought 8: had finished

## Vocabulary

- 4 Ask students which words connected with books and music they remember.

Write these headings on the board: *Literature, Music, Art*.

Direct students to the vocabulary box and ask them to come to the board and put the words under the correct heading.

Literature: poem, short story, novel

Music: song, symphony

Art: sculpture, portrait

Put students into pairs to complete the sentences.

Check answers as a class.

Key 1: symphony 2: portrait 3: short story 4: painting 5: poem 6: sculpture 7: novel 8: song

- 5 Ask students to remember the adjectives they have learned to describe books, e.g. *terrifying*.

Elicit words to describe feelings, e.g. *terrified*.

Ask them to complete the sentences using the correct form of the words in brackets. Remind them to read the sentences carefully.

Check answers as a class.

Key 1: fascinating 2: scared 3: spooky 4: frightening 5: terrified 6: creepy

### Preview

**Vocabulary:** energy; the environment

**Grammar:** modals (obligation and prohibition); defining relative clauses

**Reading:** identifying opinion

**Listening:** listening for specific information; multiple choice with visual options (PET Part 1)

**Speaking:** extended speaking (Trinity ISE/GESE; SFL); making suggestions

**Writing:** a report (Trinity ISE I factual writing); sentence transformation with modal verbs (PET Part 1)

**Additional material:** English language newspaper for optional activity on page 76

### Introduction | page 75

Ask students to look at the pictures and describe what they can see.

E.g. *There is a beautiful blue lake, somewhere in the mountains, with trees on the edge of the lake. The centre of the picture looks damaged though, and there is a footprint over the picture.*

Discuss what the footprint represents (see box below).

#### Cultural information

The footprint over the landscape is a representation of a 'carbon footprint'. This is a way of measuring (in tonnes of carbon dioxide) the effect that human activities have on the environment.

**1 R.30** Check that students understand what a *carbon footprint* is.

Look at the activities together and check any unknown vocabulary, e.g. *manufacture*.

Put students into pairs or small groups to decide which activities create the biggest/smallest carbon footprint. They should try to put them in order.

Briefly feed back as a class, without confirming answers.

Play the recording for students to check their ideas.

Let students check their answers together before playing again, if necessary.

#### R.30

Well, you may be surprised to discover that the largest source of CO<sup>2</sup> is leisure, at 1.95 tonnes. Of course, as well as the leisure activities themselves, that includes the manufacture of televisions, and so on. The next worst is, less surprisingly, heating, at 1.49 tonnes. We could save fifty kilograms a year just by turning down the heat by a couple of degrees. Next is food at 1.39 tonnes. Just transporting food produces 300 kilograms a year for each person, and a restaurant meal is eight kilograms per diner. Clothing produces one tonne, a lot of which is produced by washing and drying. Then, perhaps surprisingly, flying at 0.68 tonnes. But this doesn't mean that flying isn't bad for the environment, just that not everyone does it. Just one return flight from London to New York would use up 1.54 tonnes, much more than this total. Finally, 0.1 tonnes is used on communication, phones and computers. That could be reduced further if we turned computers off at night, rather than leaving them on standby.

**Key** Leisure – 1.95 tonnes; Heating – 1.49 tonnes; Food – 1.39 tonnes; Clothing and shoes – 1 tonne; Flying – 0.68 tonnes; Communications – 0.01 tonnes

#### Optional extra 5–10 minutes

For a more challenging listening task, ask students to listen again and note down ways in which our carbon footprint could be reduced. Some possibilities are:

- turning down our heating
- buying local food and not eating out (implied rather than stated)
- washing and drying clothes less often (or at lower temperatures)
- flying less (one return flight London to New York is 1.54 tonnes)
- turning computers off at night, rather than leaving them on standby.

#### Teaching Tip

You could also use this second task to differentiate. When playing the recording for the second time, learners who are finding it more difficult could simply listen to check their answers, while stronger students could be given the second task. If you do not want to single students out as stronger/weaker, simply ask them to choose for themselves which they will do.

**2** Tell students that the figures in the recording are based on UK consumption, which is about 11 tonnes of CO<sup>2</sup> per person per year – about four times the recommended amount.

Give them an opportunity to discuss their reactions to the facts in the recording and if they think that they, or the average person in their country, produces more or less CO<sup>2</sup> than in the UK.

#### Optional extra homework

If your students have access to the Internet, you could ask them to calculate their own carbon footprint. There are a number of sites which ask questions about a person's lifestyle and use the answers to calculate how many tonnes of CO<sup>2</sup> they use each year.

There is a particularly clear and simple one at <http://footprint.wwf.org.uk/>



## Reading | page 76

- 1 Look at the photos and elicit what kind of energy they show (wind power, nuclear power, hydro power).

Ask students if these forms of energy are renewable (energy which can be replaced as quickly as it is used) and then ask students what we call fuels which cannot be replaced because they were produced by plants or animals decaying over millions of years (fossil fuels).

Ask them to decide in which category they should put each word in the box.

Check as a class and clarify meaning where needed.

**Fossil fuels:** coal, oil, gas

**Renewable energy:** bio-fuels, solar power, wind power, hydro power, nuclear power

### Cultural information

*Bio-fuels* are liquid fuels made from crops such as sugarcane and rapeseed. There are two main types: bio-ethanol, an alcohol, and biodiesel. They are better for the environment than fossil fuels because they are renewable and because growing them absorbs CO<sub>2</sub> from the atmosphere. However, it takes energy to grow them and there is an issue in using land to grow these crops rather than food.

#### Exam reviser p11 9.1

Ask students to write the words in Exercise 1 the correct columns in the Exam Reviser.

They could try to do this without referring to the box on page 76 and then look at it to check they have included everything and spelled all the words correctly.

- 2 Ask students for any examples of laws that have been brought in to help the environment. They may suggest some of the ideas listed.

Check students understand the key words, e.g. *fine, charge, tax*.

Put students into pairs to look at each idea and consider the pros and cons. Give them an example:

*Charge people for each mile they drive.*

**Pros:** it will encourage people to walk rather than drive; it will encourage people to use public transport.

**Cons:** it will mean the Government watching everywhere you go; it is unfair for people who do not have access to good public transport.

- 3 Look at the heading at the top of the text *Have your say* and explain that it means 'to have the opportunity to give your opinion about something'. The article is not so much factual as someone giving their (strong) opinion on a topic – in this case looking after the environment.

Ask students to read the text and decide what the author's opinion is about each of the ideas in Exercise 2.

Feed back as a class and discuss to what extent they agree with the author.

**Key:** He doesn't like any of them.

### Exam Tip

The heading or title of a text often provides a good deal of information about the content, style and expected readership. Encourage students not to ignore the title but to see if they can use it as a way into the text. Bear in mind, however, that puns and double meanings are often used.

### Optional extra 10–15 minutes

Copy out some of the headlines from an English language newspaper and ask students to work in small groups to guess what the articles are about.

Then give each group a copy of the newspaper (maybe a free newspaper such as *Metro*) and ask them to find the articles and check their predictions. If this is not possible, make copies of a double spread and only give the headlines from this page.

Students can then go on to read any articles they find interesting as homework.

### Vocabulary development

This exercise works on developing awareness of collocation.

Write these gapped sentences on the board and tell students to guess what words could go in the gaps:

- 1 It was a total waste of \_\_\_\_\_.
- 2 What a waste of \_\_\_\_\_.
- 3 Don't waste your \_\_\_\_\_ on that!
- 4 It is important not to dump \_\_\_\_\_ waste.

When students have had some time to guess, let them use a monolingual dictionary to check their ideas.

Finally, elicit some suggestions and write them on the board.

The most common collocation that come **after** *waste* are *time, money* and *effort*.

Possible collocations **before** *waste* are *household, chemical, toxic, nuclear* and *industrial*.

Ask students if they can find any uses of the word *waste* in the text they have just read. They should find:

*What a waste of the Court's time.*

*... is a waste of all our time.*

*Only 5% of our waste ...*

### Optional extra 10 minutes

This activity works to raise awareness of how texts are structured and how the first sentence of a paragraph often summarises the content of the paragraph.

Ask students to close their books.

Write the first line of each paragraph of the text on page 76 on the board.

Put students into pairs and ask them to discuss what each paragraph was about.

Let them read the text again to check their ideas.

Ask them to close their books again and to try and reconstruct the text from memory. They needn't try to do this word for word, though if they can remember any phrases, they should use them.

Finally, let the students compare their efforts with the original.

## Grammar | page 77

- 1 Put students into pairs to complete the sentences, reading the text again as necessary. The aim is to find out what students already know about the meaning of the modal verbs, so do not start by checking them unless you are sure they are unknown.

Check answers as a class.

Ask questions as you go to help students to understand the meaning of the modals:

- 1 The local council said that Donna Challice mustn't put food in the recycling bin.
- Was it OK for her to do it? (no)
  - Did she have a choice? (no)

Key 1: mustn't 2: must 3: should 4: have to 5: ought to  
6: shouldn't 7: have to 8: don't have to

### Teaching Tip

Simple yes/no questions are often a much more effective way of checking understanding than asking students *Do you understand?* Students may say yes when they do not actually understand because they feel embarrassed, or because they **think** they understand when they actually do not.

- 2 As a further check of understanding, ask students to match the sentences from Exercise 1 with the meanings.
- Feed back as a class and clarify any remaining doubts.

Key 1: b 2: a 3: c 4: a 5: c 6: d 7: a 8: e

- 3 Before students complete the sentences, write one example on the board and try to elicit something to complete the second sentence so that it means the same as the first:

There is no need to recycle everything you use.

You \_\_\_\_\_ recycle everything you use.

Remind students, if appropriate, that this is similar to a PET Writing Part 1.

Ask them to complete the second sentence in questions 1–4.

Check in pairs and as a class.

Key 1: mustn't 2: don't have to 3: mustn't

### Exam Tip

This type of exercise is always testing a specific grammatical construction and, in the exam, will be testing a variety of different constructions. Encourage students to try to identify what the examiner is looking for.

- 4 Write these examples on the board (note that each one has an error):
- Aircraft are allowed to use fuel without paying tax.  
Aircraft don't have pay tax on fuel
  - You can choose if you cycle to work.  
You have to cycle to work.

Tell students that there is an error in each second sentence and ask them to identify them. (In 1 *to* is missing. In 2 the meaning is different.)

Establish that the error could be one of form or meaning.

Ask students to find similar errors in questions 1–5.

Ask students to refer to the grammar reference on page 158 if they need help or confirmation.

Check in pairs and as a class.

- 1: You shouldn't ~~dropping~~ **drop** litter in the street.  
2: The government ought to ~~developed~~ **develop** sources of renewable energy.  
3: Bigger cars should ~~to~~ pay more road tax.  
4: You ~~mustn't~~ **must** pay a charge to drive into some cities.  
5: You ~~don't have to~~ **mustn't** put plastic in the glass recycling bin.

Key

### premium plus 33

- 5 Ask students to look at the ideas listed. Check understanding of key words, e.g. *litter, lightbulbs, appliances, dumping*. Ask them to code the ideas with O for an obligation, P for a prohibition or N for not necessary.

When they have done this, ask them to decide whether they think the ideas are good (+) or bad (–).

- 6 Take one of the ideas from Exercise 5 and talk about it to the class using appropriate modal verbs.

- paying a charge for each mile you drive (N) (+)

E.g. *In my country you don't have to pay for each mile you drive, but this may happen in the future. Personally I think we should do it, so long as public transport is improved at the same time.*

Ask students which modal verbs you used and check that they understand the relationship between the symbols and appropriate modals to use:

O = have to/must; P = mustn't; N = don't have to; + = should; – = shouldn't

Ask students to talk together about the ideas in the same way.

Feed back a few ideas with the whole class.

### workbook p54–55 | Exs 1–4

## Speaking | page 77

### Vocabulary development

As a lead-in to the speaking, ask students to put these items of vocabulary together with the appropriate topic from Exercise 1. Students should use their dictionaries where necessary.

fumes park and ride car-pooling bottle bank  
wind farm toll road landfill

### Answers

**Renewable energy:** wind farm (a group of structures that turn with the wind and produce energy)

**Litter and pollution:** fumes (harmful gas from cars or factories), landfill

**Recycling:** bottle bank (container where you put bottles for recycling), landfill (as the opposite of recycling)

**Road pricing/Congestion charges:** park and ride (place where you can leave your car and take a bus into the city centre), car-pooling (a group of people travel in one car and share the cost), toll road (a road you pay to use).

Use the explanations given to check understanding.

Ask students to try to use the words in Exercise 1.

- 1 Ask students to look at the list of topics and choose three that they feel they know something about.
- 2 Give students 3–4 minutes to think about the questions and make notes to help them speak.
- 3 Look at the useful language and ask students to find these phrases in the text on page 76.

Ask them to choose 2–3 of the phrases and try and complete them in a way they could use in their talk.

E.g. *There is no real alternative to ... road pricing if we want to stop people using their cars for every journey.*

Put students into pairs and ask each member of the pair to talk for a few minutes about the topics they chose, using the useful language where possible.

The student who has been listening should ask a few follow-up questions.

If there is time, repeat the task with a different pairs.

## Vocabulary | page 78

- 1 Put students into small groups and ask them to discuss the questions.  
Feed back as a class and look at the learning tip together.  
Ask students to look at the dictionary entry for *green* to find each of the things listed.
- 2 Ask students to look at the dictionary entry more carefully and answer the questions.  
Check answers as a class. As you do so, ask a few extra questions about the information in the dictionary.

E.g. *Is it countable or uncountable? Is it a good thing to be 'green with envy'?*

- Key**
- 1: colour, covered with grass and bushes, related to protecting the environment, envious, young and lacking experience, good at making plants grow, permission
  - 2: have green fingers, have a green thumb, green belt

- 3 Ask students to look at the entry for *environment* and answer the questions in pairs.  
Check answers as a class.

- Key**
- 1: a noun 2: can be countable or uncountable 3: the land, water and air that people, animals and plants live in

- 4 Explain that dictionaries may have extra information in them, such as a thesaurus – a list of related words.  
Ask them to read the definitions and use them to choose the correct word to complete the gaps.  
Check answers in pairs and as a class. As you do so, make sure students understand the meaning of each word.

- Key**
- 1: greenhouse effect 2: acid rain 3: deforestation

## EXAM REVISER p11 9.2

Ask students to put all the related words into the correct column in the Exam Reviser.

Ask them to add the extra words given and any other related words that they know.

Students should check in pairs, correcting spelling if necessary.

Then check as a class, writing any new words in the appropriate column on the board.

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### Vocabulary development

Give each student a letter of the alphabet, avoiding those which do not begin many common words, such as X or Z.

Ask them to find three words in their dictionaries beginning with their letter that they think could be useful for them.

They should write these three words on slips of paper together with the definition, part of speech and any important grammatical information.

Ask students to mingle and tell each other about their words.

After 5–10 minutes, ask students to sit back down and write down three words that they have been told about. They should use their dictionaries to check spelling and anything else they are unsure about.

Then ask students to write six sentences using their original three words and the three they have learned from other students.

Monitor and correct as necessary.

## WORKBOOK p52 Exs 1–2

## Grammar | page 79

- 1 Ask students to look at the two examples in the grammar box and use these to show how a defining relative clause gives essential information about someone or something – information which defines the thing or person.

Ask them if they can find the relative pronoun in the second sentence (*who*).

Ask them which other relative pronouns can be used in defining relative clauses (those listed at the bottom of the grammar box).

### Either

Ask students to complete the sentences with an appropriate relative pronoun (this will check what knowledge they already have).

Or (if you think students will need more guidance)

Go straight on to Exercise 2 and come back to do Exercise 1 after students have completed the rules.

- Key**
- 1: which/that 2: when 3: which/that 4: where 5: which/that 6: whose 7: which/that 8: who

- 2 Look at the grammar note about relative pronouns and ask students to complete the rules using the appropriate pronoun.  
Check answers as a class

Look at the example in the second grammar note on relative pronouns and show students how the relative pronoun in this case refers to the object.

E.g. *The plastic which we use to make these bottles ...*

subject + verb + object

we use the plastic

Refer students to the grammar reference on page 158 if necessary.

*who* or *that* for people

*which* or *that* for things or animals

*whose* for possessions

After place, area, room, etc., we use *where*.

After time, day, year, etc., we use *when*.

Key

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- 3 Ask students to add relative pronouns where necessary.  
Check answers as a class.

1: Greenfield sites are places where nothing has ever been built.

2: Deforestation is a problem which affects the whole world.

4: The green belt is an area of land around a city where building is not allowed.

6: I always buy milk which/that has been organically produced.

7: The man whose factory was polluting the river was fined over £100,000.

Key

- 4 Divide the class into two teams.

Take one person from each team and stand them so that their backs are to the board.

Write an example on the board – something easy like *bird*.

Tell the students that the aim of the game is to get their team member at the front to say the word by defining it for them:

E.g. *It's something which has wings. It's something which lives in a tree.*

The students at the front are not allowed to look at the board and their team-mates must not say the word itself – or translate it!

The first person to say the word wins the point for his/her team and another member should stand up for the next word.

Words you could use are: *recycling, carbon footprint, fossil fuels, tax, government, acid rain, fine, congestion charge.*

## Listening | page 80

- 1 R.31 Put students into pairs or small groups and ask them to try to guess what the connection is between the pairs of articles shown.

Get some ideas from the whole class, but do not confirm or deny guesses at this stage.

Play the recording for students to check their ideas.

Check answers as a class.

### R.31

Cans, paper, bottles, aluminium, plastic, even mobile phones, fridges and computers. Just about everything we use and throw away can actually be recycled and used again.

In Britain we throw away about 434 million tonnes of rubbish each year, and most of it is dumped into landfill sites and never used again. The UK government has set targets for 2013 for 33% of household waste to be recycled, but the Netherlands, Germany and Austria already recycle around half of their household waste, so we could do much better. The environmental group, Friends of the Earth, would like to see the UK target for 2013 changed to 75%.

What exactly happens to rubbish which is recycled? Some waste products can be made back into exactly the same thing again, such as aluminium drinks cans. Others can be made into something completely different. A British company has started importing envelopes made from banana skins. Another makes a pen from just one plastic drinks cup. Plastic bottles can be used to make all sorts of things, from boat sails to sweaters and coats. Car tyres are equally flexible and can be used to make shoe soles, stationery or even as a building material.

How can you recycle your unwanted waste? Most local councils will collect cans, bottles and paper weekly or fortnightly and larger items can be taken to your local recycling centre. Some items, such as mobile phones, can be given to charity, where they will be sold for parts or, if still working, passed on to a new owner in a developing country. The charity, Oxfam, say that on average each working handset is worth £5 – though some are worth much more. They have raised £300,000 by recycling mobiles and at the same time have saved approximately 22,500 kilos of electronic waste from going into landfill sites.

A: A British company imports envelopes made from banana skins.

B: Plastic bottles can be used to make sails.

C: Car tyres can be used to make shoe soles.

D: A British company makes pens from drinks cups.

Key

- 2 R.31 Tell students that they are going to listen again, this time for more detail.

Ask them to look at the illustrations and check they understand what they show. It is particularly important that they understand how the pie charts represent percentages and that they can put the figures in the third question into words.

Play the recording again.

Let students check their answers together and look at the skills box together.

Play the recording again for students to check their answers.

Feed back as a class.

Key

1: B 2: A 3: C

### Optional extra 10–15 minutes

Ask students to look at the audioscript on page 146 and ask them to find what the underlined words refer to.

Some items, such as mobile phones, can be given to charity, where they will be sold for parts or, if still working, passed on to a new owner in a developing country. The charity, Oxfam, say that on average each working handset is worth £5 – though some are worth much more. They have raised £300,000 by recycling mobiles and at the same time have saved approximately 22,500 kilos of electronic waste from going into landfill sites.

Explain that understanding reference can often help with understanding the meaning of texts, as well as improving their own writing.

Put students into pairs and ask them to look back at previous texts in the book and to identify other examples of reference and say which words are often used. Common examples are: *she, he, her, his, this, that, these, those, some, another, either, neither, both, there*.

Note that while most reference is to something already mentioned, it is also possible to refer forwards using words such as *the following* and *below*.

- 3 Put students into small groups to discuss what they usually recycle and how, e.g. is it collected, do they take it somewhere. Examples of things which can be recycled are: bottles, paper, aluminium, plastic, clothes, mobile phones. Briefly feed back as a class.

## Speaking | page 80

- 1 Ask students how green they think they are? Very? A little? Tell them that they are going to do a quiz to find out. Look through the quiz briefly and teach any unknown words, e.g. *jumper, standby button, kettle*. Ask students to answer the questions – honestly! When they have finished, explain that they should give themselves 2 points for each A answer and take away two points for each B answer. The lower the score they have, the 'greener' they are.
- 2 Put students into pairs to compare their answers and discuss how they could become 'greener' or perhaps, why they don't want to. Elicit some more ideas for being greener from the class. E.g. *Close all the curtains at dusk.*  
*Don't leave taps dripping.*  
*Use energy saving lightbulbs.*  
*Turn off the tap while you're cleaning your teeth.*

## Functions | page 81

- 1 Put students into pairs, A and B, and explain that they are going to pretend to be sharing a flat. Student A is very keen on being green, while Student B is not. Ask them to start by writing a dialogue in which they use all the phrases in the functions box, as in the example given. Monitor and correct their work as necessary. When each pair has finished, ask them to turn over what they have written and try to carry out a similar dialogue orally. If they find this difficult, let them look at the dialogue for a few minutes before trying again.

### Teaching Tip

Writing the dialogue first will help students to process the functional language. It is important, however, that you do not then allow them to just read the dialogue aloud as the act of trying to remember it will help them to keep the functions in their memory store.

### exam reviser

p20

Ask students to put the functional phrases into the Exam Reviser.

They should try to do this from memory and then look back at the box on page 81 to check they have remembered and spelled the words correctly.

Note that two extra phrases are included in the Exam Reviser.

## Writing | page 81

### Exam information

This writing task is an example of Trinity ISE I (factual writing), where students are asked to write 110–130 words. Similar tasks may also be found in the Skills for Life Entry 3 Writing, with a word limit of 120–150.

- 1 Ask students to look at the question and underline the key words and phrases, like this:  
*Your boss has asked for your opinion on how the office where you work could be made more 'green'. He has asked you to discuss the issue with your colleagues and to write a report for him, making suggestions and giving reasons.*
- 2 Put students into pairs and ask them to look at the statements and decide which ones they think are true. Feed back as a class and discuss.
  - 1: Yes, this is part of the style of a report. You should also end with a conclusion or a summary of the main points.
  - 2: You may use bullet points, or tables and diagrams if appropriate, though only written work will actually be assessed.
  - 3: Yes, this is a good idea – though not always essential.
  - 4: Yes, this is very important. A clear sequence to the report is expected.
  - 5: This is true, though the level of formality will depend on who the report is written for – a superior or a peer group, for example.

Key

- 3 Put students into pairs and ask them to imagine that they are colleagues in the office mentioned and ask them to make a list of suggestions and reasons.

E.g. *We could all have coffee at the same time, so that the kettle is not always being turned on.*

When they have finished, elicit a few ideas from the class as a whole.

- 4 Tell students that they are going to look at a sample answer. Ask them to read the text quickly to see if they have any of the same ideas.

Briefly feed back as a class.

Ideas contained in the text:

- switch off lights and computers overnight
- turn the heating down a few degrees
- recycle waste paper
- stop using plastic cups.

- 5 Draw students' attention to the blank headings and elicit the first heading from them (probably *Introduction*).

Ask them to discuss possible headings for the remaining three sections.

#### Possible answers

1: Introduction 2: Saving energy 3: Reducing waste/Recycling  
4: Conclusion

- 6 Remind students of the importance of using linking words to sequence their ideas. Put them into pairs to decide which linkers they could put into the gaps in the sample answer.

Note that different combinations of linkers are possible. *In the first place* or *Firstly* can be followed either by another ordinal expression or by a different sequencer. However, we would not normally use *secondly/thirdly* without having already used an expression with *first*.

When students have finished, discuss the possible answers.

#### Possible answers

1: In the first place/Firstly 2: Secondly 3: Thirdly or  
1: In the first place/Firstly 2: Next 3: Then/Additionally

#### EXAM REVISER p25

Ask students to add the linkers to the correct column in the table in the Exam Reviser.

- 7 Tell the students that they are now going to look at some useful functional language for writing reports.

Ask them to find some phrases with the functions given.

**Introducing the topic:** *The purpose of this report is to ...*

**Making suggestions:** *We suggest ... /We could ...*

**Concluding:** *Overall ...*

#### EXAM REVISER p25

Ask students to add these phrases to the list in the Exam Reviser.

- 8 Ask students to write their own answer to the question in Exercise 1.

They should not look at the sample answer while they do so, but can refer to the Exam Reviser for some phrases to help them.

Look at the skills box together before students start and remind them that the style needs to be quite impersonal.

After the careful preparation they have done, they should be able to do this task quite quickly in class. Allow about 15 minutes.

Write this checklist on the board:

- 1 Does your report have an introduction?
- 2 Is your report clearly organised with paragraphs and section headings?
- 3 Does it use some sequencing linkers?
- 4 Is the style neutral or semi-formal?
- 5 Does it include some clear suggestions or recommendations?
- 6 Does it end with a summary or conclusion?
- 7 Is the language and spelling accurate?

Let students check each other's work as you monitor and correct.

#### Optional extra 5 minutes in class + homework

Give your students a copy of this task.

Ask them to underline the key words and phrases.

Then ask students to brainstorm some ideas for the task.

Students can then write the report for homework. Remind them to use the language in the Exam Reviser and to use the checklist above to review their work before handing it in.

#### Task

Your local town or city is running a campaign to persuade people to make more use of the area's parks and areas of natural beauty. Write a report, stating which places should be included in the campaign, and why, and suggesting how people could be encouraged to use them.

Write 120–150 words.

#### Model answer

##### Introduction

This report describes which parks and areas of natural beauty we should include in our campaign and suggests how we could encourage people to make more use of them.

##### Suitable places

Within the town itself Queen Elizabeth Park and the Lonsdale Gardens are both attractive places for people to walk with play facilities. Outside the town the Braemar Hills provide an attractive view over the countryside and Roborough Pools is a good place to see water birds.

##### How people could be encouraged to use these places

Unfortunately both the parks in town are often full of litter and more bins should be provided. At Braemar Hills and Roborough Pools more benches should be provided to enable people to enjoy the views and to provide a more relaxing experience.

##### Conclusion

Some relatively small changes could improve these public places and encourage more visitors.

## Language Review | page 82

### Grammar

- 1** Ask students to underline the two correct alternatives in each sentence.

Check answers as a class, using short checking questions.

E.g. *Is it necessary?*

*Can we choose if we do it or not?*

**Key** 1: should 2: don't have to 3: ought to 4: mustn't 5: should  
6: shouldn't 7: ought to 8: should 9: should

- 2** Do the first question as an example.

Ask students to complete the remaining questions.

Check answers as a class.

**Key** 1: who 2: where 3: which 4: that 5: where 6: that 7: where  
8: when 9: whose 10: which

### Optional extra 10–15 minutes

Write these words on the board: *food miles, e-waste, extinction, conservationist, organic, habitat*.

Tell students that you are going to give them six definitions and that you want them to write down the words in the order you give the definitions.

- 1 the place where a plant or animal naturally lives (habitat)
- 2 computers, batteries and mobile phones which people no longer want (e-waste)
- 3 a situation in which all of a type of animal die and there are no more left (extinction)
- 4 food which is produced naturally without using chemicals (organic)
- 5 someone who works to protect animals and plants (conservationist)
- 6 a way of measuring the distance food travels from the place where it is grown to the place where it is sold (food miles)

Ask them to check their answers together and then check as a class. Make sure that all students understand the meaning of each word.

Put students into pairs to write definitions for each word, using a defining relative clause.

Monitor and correct. If necessary, read the original definitions aloud again.

- 3** Look at the first sentence with students and ask them to identify and correct the mistake.

Ask students to do the same for the remaining sentences.

Check in pairs and then as a class.

**Key**

- 1: I don't understand why tubes of toothpaste ~~has~~ **have** to be sold in cardboard boxes. What a waste of resources.
- 2: You ~~doesn't~~ **don't** have to put your fruit and vegetables in different plastic bags.
- 3: There ~~should~~ **shouldn't** be so much packaging for fruit and vegetables – it isn't necessary at all.
- 4: We have to look into alternatives for all products ~~who~~ **which** are damaging the environment.
- 5: If you want to save energy, you should ~~to~~ borrow, exchange or buy things second-hand.
- 6: In some countries there are places ~~which~~ **where** you can return empty bottles in exchange for money.
- 7: A greenfield site is an area of land ~~where~~ **which** has never been built on before.
- 8: You mustn't ~~building~~ **build** houses in a green belt area.

### Vocabulary

- 4** Look at the first sentence with students and ask them to complete it with the correct word.

Ask students to do the same for the remaining sentences.

Check answers in pairs and then as a class.

**Key**

- 1: Renewable energy 2: recycling bins 3: deforestation  
4: pollution 5: green belt 6: Carbon dioxide 7: green fingers

- 5** Ask students to quickly read the text and choose the best title from these three:

- The history of global warming
- What is global warming and how can we overcome it?
- Why global warming does not really exist

Ask them to read the text again and complete with the words from the box.

Check answers in pairs and as a class.

**Key**

- 1: fossil fuels 2: coal 3: greenhouse gases 4: global warming  
5: energy 6: green energy 7: resources 8: environment

## Preview

**Vocabulary:** clothes and accessories; multi-part verbs; order of adjectives; personal appearance

**Grammar:** unreal conditionals

**Reading:** prediction; reading for specific information; guessing meaning from context; True/False (PET Part 3)

**Listening:** listening for specific information; multiple choice with visual options (PET Parts 1); multiple choice (PET Part 2)

**Speaking:** describing a picture (PET Part 3); extended speaking (Trinity ISE/GESE; SFL); complimenting

**Pronunciation:** word stress in multi-part verbs

**Writing:** a short story (PET Part 3; Trinity ISE); checking and correcting your work

**Additional materials:** celebrity magazines or pictures of celebrities

## Introduction | page 83

- Ask students to look at the title of the unit and the photos. Ask them which celebrities they recognise and elicit personal information about them.  
Ask them to look at the names of babies in the box and match them to the celebrities.  
Tell them to discuss the two questions in pairs before feedback.

**Key**  
Apple – Chris Martin and Gwyneth Paltrow; Blue Angel – The Edge; Daisy Boo – Jamie Oliver; Shiloh Nouvel – Angelina Jolie and Brad Pitt; Moon Unit – Frank Zappa

- Brainstorm names from the UK that students know, e.g. *Emma, Sarah, James, Tom* and write them on the board.  
Put students into pairs to make a list of names they know.  
Ask them to check their guesses with the list on page 173.  
Ask them which names they like best and encourage them to give reasons.  
Ask them if any of the names on the list are similar to names in their own country, e.g. *Jaime/James, Katalin/Katherine*.  
End the discussion by asking if they know the meaning of any of these names and whether they know the meaning of their own name.

### Teaching Tip

Try to encourage students to provide some of the content of a lesson from their own knowledge and experience.

- Check that students understand the word *nickname* by asking them to choose the best definition.  
1 another word for surname or family name  
2 a positive or negative term sometimes used instead of someone's real name (correct)  
Ask them to give examples of nicknames they have heard.

## Vocabulary | page 84

- Ask students how they feel about celebrity magazines and encourage them to give reasons for their popularity.

### Optional extra 5 minutes

Show students a celebrity magazine (if you have one) and elicit information about popular celebrities and the content of the magazine using the front cover as a prompt for discussion.

- Direct students to the four photos and elicit any vocabulary of clothing, e.g. *jacket, handbag, trousers* and *hat* and write them on the board.

Check understanding of *well-/badly-dressed*. Ask them which words apply to the celebrities in the photos. Encourage students to give reasons for their opinions.

- Put students into pairs and ask them to look at the first vocabulary box and find examples of the words in the photos. Elicit feedback and check pronunciation.

Elicit different materials by indicating the clothing students are wearing such as *cotton, wool, silver, gold, leather*.

Ask them to look at the materials and match them to the clothing in the photos.

**Key**  
belt – leather; top – cotton; badges – silver; coat – (fake) fur; jacket – corduroy; shirt – cotton; socks – wool; trousers – cotton/corduroy; shoes – leather; boots – leather; earrings – gold; handbag – leather; tie – cotton; suit – silk; headband – nylon

### Exam reviser p11 10.1

Ask students to complete the table on page 11 of the Exam Reviser.

- Ask students to read the description to match it to the correct photo.

Write these headings on the board: *Colour, Material, Opinion*.

Elicit the correct order of adjectives by asking students to look back at the description.

**Key** Photo 4

### Optional extra 10 minutes

Write these words on the board and ask students to put them under the correct headings in the table:

dark grey denim lovely metal nice  
bright orange plastic shorts stunning  
sweatshirt tights light yellow



Answers

opinion	colour	material	noun
lovely	dark grey	denim	shorts
nice	bright orange	metal	sweatshirt
stunning	light yellow	plastic	tights

- 5 Put students into pairs to put the descriptions in the correct order.  
Elicit feedback.  
Check understanding by putting this 'odd one out' exercise on the board:
- 1 beautiful hideous gorgeous (*hideous* – the others are positive adjectives)
  - 2 dress suit earrings (*earrings* – the others are items of clothing)
  - 3 nylon, gold, wool (*gold* – the others are light materials)
  - 4 stripy, pink, black (*stripy* – the others are colours)

**Key**  
1: beautiful pink lace dress 2: gorgeous brown wool trousers  
3: smart black suit 4: unusual stripy nylon top  
5: hideous gold earrings

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Optional extra 10 minutes

At the end of the activity, write these headings on the board:

- Positive adjectives
- Negative adjectives
- Accessories
- Footwear
- Clothing (plural)
- Material

Tell students to close their books and think of two words for each heading.

Elicit feedback and ask students to put their answers under the headings on the board.

Answers

**Positive adjectives:** smart, unusual, gorgeous, beautiful

**Negative adjectives:** hideous, dreadful

**Accessories:** handbag, earrings, belt, glasses, gloves

**Footwear:** sandals, boots, trainers

**Clothing (plural):** jeans, socks, suits

**Material:** leather, silk, silver, wool, corduroy, cotton, nylon

- 6 Tell students to choose one of the other photos and write a description of what the celebrity is wearing. Tell them to start their description with: *She's wearing ...*

Ask students to read their descriptions. Can the class guess which one it is?

workbook p58 Exs 1-3

## Functions | page 84

- 1 Ask students to look at the expressions for complimenting and get them to practise them by commenting on what other students are wearing.  
Highlight the sentence stress pattern and mark it on the board:
- 1 I really like your T-shirt. It looks great!
  - 2 Your earrings are really unusual!
  - 3 What a nice top. Where did you get it?
  - 4 Your dress really suits you.

## Listening | page 84

- 1 Ask students what kind of clothes they like to wear in the different situations listed to review words for clothing and accessories.
- 2 **R.32** Tell students that they are going to listen to some short conversations.  
Ask them to look at the first set of pictures and ask:
- What clothing can they see in the pictures? (shirt, tie)
  - What colours can they see? (blue, white, pink)
  - How many ties are blue? (two)
- Ask them to look at the third set of pictures and check the different times on the clocks.  
Ask them to look at the fourth set of pictures and ask:
- Which coat is the shortest? (B)
  - Which coat is the longest? (C)
  - Which coat has four buttons? (C)
  - Which coat has a zip? (A)
- Ask them to listen to the recording and circle the correct letter.  
Put them into pairs to compare their answers.  
Elicit feedback, making sure that students give reasons for their answers.

R.32

- 1
- A: Which tie are you going to wear?  
B: I thought I'd wear the blue one.  
A: With a purple shirt? Try it on and let me have a look.  
B: There, what do you think?  
A: It doesn't really go with the shirt. You could wear the checked one instead. I know, why don't you wear the blue one with the cream shirt?  
B: OK.
- 2
- A: Are you going to Stuart's party? I'm really looking forward to it.  
B: I'm not sure. It looks like it could be fun. Stuart's hired a great band.  
A: And there's going to be food.  
B: Yes, that's another plus. But I don't really get along with all his friends.  
A: Well we get on all right, don't we?  
B: Of course, but you know what I mean.

3

- A: It's tomorrow we're going to see Jane, isn't it?  
 B: Yes, we're expected for lunch at twelve.  
 A: What time do you think we'll need to set off?  
 B: About half-ten?  
 A: But isn't it over a hundred miles? I think we'll have to leave by nine-thirty.  
 B: So why did you ask me then?

4

- A: So what are you planning to buy?  
 B: I need to get a new coat, a really long one.  
 A: I thought you'd just bought a coat?  
 B: Well, yes, but I've gone off it, really. And it's too short, I want something warmer and with buttons.  
 A: I think it's lovely. Don't get rid of it. I'll have it, if you don't want it.  
 B: OK, no problem.

Key 1: B 2: B 3: A 4: C

## Vocabulary | page 85

- 1 Put students into pairs and ask them to match the multi-part verbs with their meanings.

Elicit feedback and check understanding by asking which multi-word verb:

- 1 refers to the future (look forward to)
- 2 means to begin a journey (set off)
- 3 means to have a good relationship with someone (get on well with)
- 4 means to no longer like someone or something (go off)

Key 1: try on 2: go with 3: look forward to 4: get on with  
 5: set off 6: go off 7: get rid of

- 2 Ask students to read the dictionary entries and match the pictures with the correct part of the entry.

Put them into pairs to check their answers.

Elicit feedback.

1: take something ⇔ off to remove something [≠ put on]: • He took off his shoes.

Key 2: put something ⇔ on phrasal verb 1 to put clothes on your body [≠ take off]: • Put your coat on – it's cold.

3: hang something ⇔ up to hang clothes on a hook etc

- 3 Review the multi-part verbs in the box and ask:

- 1 If you have a good relationship with someone, do you get on with them or go off them? (get on with)
- 2 If you go into a changing room, what do you do? Take off and put on clothes or set off and go off them? (take off and put on)
- 3 If your pink scarf looks nice with your blue jeans, do they go with each other or do they get on with each other? (go with)

Put the students into pairs to read the sentences and decide which ones use the wrong multi-part verb and correct them.

Elicit feedback and get pairs to put the correct sentences on the board.

- Key 1: Because it was a long way, we ~~went off~~ set off early in the morning to the airport.  
 3: I don't need to ~~hang it up~~ try it on, I'm sure it will fit perfectly.  
 4: I really don't think that purple ~~gets on with~~ goes with yellow.

### Teaching Tip

Vary who performs tasks – you or the students. It is not always necessary for the teacher to write the correct sentences on the board. Your students can do it instead.

### Vocabulary note

Ask students to read the vocabulary note about separable and inseparable multi-part verbs.

Write these pairs of multi-part verbs on the board and ask students to decide if each pair is separable or inseparable.

- 1 take off, put on (separable)
- 2 get on with, go off (inseparable)
- 3 try on, hang up (separable)
- 4 look forward to, get rid of (inseparable)
- 5 set off, go with (inseparable)

### Teaching Tip

Problem-solving activities can be motivating for students and can add variety to a lesson.

- 4 Ask students to look at the entries and find out how the dictionary shows whether they are separable or not.

Check answers as a class.

Key A dictionary entry such as: take something ⇔ off, put something ⇔ on, or hang something ⇔ up shows that the verb is separable.

- 5 Tell students to refer to the dictionary entries in order to help them write the sentences.

Elicit feedback and ask students to write the sentences on the board.

- Key 1: She took off her coat. She took her coat off. She took it off.  
 2: They put on their shoes. They put their shoes on. They put them on.  
 3: She hung up her dress. She hung her dress up. She hung it up.

- 6 When students are checking where the main stress falls in multi-part verbs, ask them what they notice. It is important that they should resist the temptation to put the main stress on the verb at the beginning.

- 7 Ask students to write their gap-fill sentences.

Put them into pairs to guess the multi-part verbs in each sentence.

## Listening | page 86

1 Tell students to look at the two photos and ask:

- 1 Are they wearing dresses or skirts? (dresses)
- 2 What colours can you see in the photos? (red, white, purple, lilac, black, gold)

Tell them that the women in the photos are contestants on a TV show.

Ask them which model they think is most attractive and encourage them to give reasons for their answers.

Ask them what they know about the debate about size zero and double zero models. Check they understand BMI (Body Mass Index – a way of measuring weight in proportion to height).

2 R.33 Tell students that they are going to listen to an interview with someone who runs a modelling agency.

Put them into pairs and ask them to read the questions carefully and guess the answers.

Play the recording and ask students to circle the correct letter.

Put them into pairs to compare their answers.

Elicit feedback and encourage students to explain how they reached the correct answer for each question.

### R.33

P = Presenter, F = Franny

P: And in the news this week, we saw Jen Hunter triumph in the Channel 5 show, *Make Me a Supermodel*. She was actually beaten to the overall title by a male model, Albert Mordue, but was the clear female winner. Ms Hunter, who is an attractive size 12, had been told she was too fat to be a catwalk model. Jen Hunter's main rival, Marianne Berglund, a Swedish eighteen-year-old, is clinically underweight, but the judges told her that she had a great body. Do these kinds of attitudes encourage teenagers to think that anything over a size eight is unacceptable? In the studio today we have Franny Kingston, managing director of the modelling agency, Absolute. Franny, in one of the episodes of *Make Me a Supermodel*, we saw Rachel Hunter, the New Zealand supermodel who was married to Rod Stewart for over ten years, telling Jen that she had spent twenty years battling with her weight in order to be a successful model, and that Jen should do the same. Is constant dieting an essential part of being a supermodel?

F: Well, certainly you have to look after yourself. Rachel Hunter is nearly forty now, and it does take some work to compete with teenagers once you get to that age. But Marianne Berglund tells us that she is just naturally thin, and there's no reason not to believe her. Some girls are, you know.

P: Well, possibly, but that isn't really the point, is it? The judges are calling a perfectly normal size 12 woman fat. Increasingly we are seeing models and celebrities who are American size 0 – or a British size 4. Nicole Ritchie and Mischa Barton, they're famous for it. And now we hear that some high fashion shops are even introducing double zero clothes – or a British size 2. Who are they hoping to sell to? The *Invisible Woman*? Don't you think they're going too far?

F: No, I just think they're reflecting a wide range of body types. Lots of shops are also introducing bigger sizes, too. A few years ago you couldn't get anything bigger than a size 14 in most British shops; now everyone goes up to at least 16, often more. And let's not forget that there are health risks associated with being overweight. Three-quarters of European countries are, on average, overweight now.

P: OK, no one would say that that's a good thing, but neither is being underweight. A normal Body Mass Index, which is based on a person's weight in relation to their height, is considered to be between 20 and 25. But skinny models like Kate Moss and Gisele Bundchen have BMIs of 16. That's dangerously thin. Recent fashion shows in Madrid and Milan have taken the step of banning models with a BMI of less than 18. What's your opinion on this?

F: Well, I don't think it's necessary to introduce a ban. Models like Kate and Gisele are naturally thin and they look great.

P: I'm not sure you're getting the point, though. Even supposing they are just naturally like that, most women aren't. When Jen Hunter joined the programme *Make Me a Supermodel*, she had a BMI of 20.4. Still definitely slim, but normal. I wonder if maybe, just maybe, the public vote for the beautiful, and normally-sized Jen Hunter is a sign that people are really beginning to see what the modelling industry is like – and they're voting against it.

Key 1: A 2: B 3: A 4: B 5: A 6: C

3 R.33 Direct students to the words in the vocabulary box.

Play the recording again and ask students which words are used to describe the three women.

1: attractive, slim, beautiful, normal

2: underweight, thin

3: skinny, thin

4 Put students into groups and ask them to list positive and negative aspects of banning size 0 models in fashion shows. Tell them to refer to the audioscript on page 147 to help them if necessary.

Write these expressions on the board:

*I think ...*

*It seems to me ...*

*In my opinion ...*

*If you ask me ...*

Elicit feedback.

## Vocabulary | page 86

1 Review words to describe appearance from the recording, e.g. *attractive, beautiful*.

Ask students whether these words are positive or negative. (positive)

Tell them to group the words in the box under positive or negative.

Elicit feedback.

+: slim, tall, beautiful, attractive, handsome, good-looking

–: skinny, fat, ugly, thin, short, overweight, unattractive, plump

exam reviser p11 10.2

Ask students to complete the table in the Exam Reviser.

Put them into pairs to compare their answers.

Ask students for an example of a celebrity who matches each column of the table. Encourage them to give reasons for their answers.

### Optional extra 5–10 minutes

Write these headings on the board: *Height, Weight, Appearance*.

Put students into groups and ask them to put the words in Exercise 1 under the correct heading.

#### Answers

**Height:** tall, short

**Weight:** slim, skinny, fat, thin, overweight, plump

**Appearance:** beautiful, attractive, handsome, ugly, good-looking, unattractive

### Vocabulary development

Write these headings on the board: *Clothes, Dress*.

Ask students to group these words under the correct headings to make collocations:

basket brush code line sense up

#### Answers

clothes basket, clothes line, clothes brush

dress up, dress code, dress sense

Check answers as a class and ask students to match the collocations with these descriptions:

**1:** wearing clothes which are noticeably different from your usual ones (dress up)

**2:** a length of rope or string from which wet clothes are hung, usually outside, to dry (clothes line)

**3:** an accepted way of dressing on a particular occasion or in a particular social group (dress code)

**4:** an object which is used to remove dust and unwanted bits from items of clothing (clothes brush)

**5:** the ability to dress well in attractive combinations of clothes that suit you (dress sense)

**6:** a container for clothes that need washing (clothes basket)

**2** Ask students to look at the sets of the words and elicit the difference between the words.

Elicit feedback.

**1:** thin – neutral; skinny – usually a negative meaning;

slim – a positive meaning

**2:** fat – a negative meaning; overweight – neutral;

plump – neutral or positive

**3** Ask students to look at the words in the box and group them under the correct heading

Elicit feedback.

End the discussion by asking students to talk about celebrities they like using these adjectives.

women – beautiful

men – handsome

both – good-looking, attractive

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## Reading | page 87

**1** Write these headings on the board: *Advantages, Disadvantages*.

Put students in groups to brainstorm advantages and disadvantages of being famous. Suggest they think about: publicity, money, status, privacy, social life and travel.

Elicit feedback and put students' responses on the board under the headings.

End the discussion by asking if they think there are more advantages or more disadvantages connected with being famous.

Ask students to discuss the second question in pairs and elicit feedback.

### Teaching Tip

Get into the habit of asking students to think about the positive and negative aspects of different themes and topics, for example, being famous. This strategy encourages students to focus on an issue and to think more creatively and more widely.

**2** Tell students that they are going to read a text about young people and television.

Ask them to read the sentences and underline the key words.

Tell them to compare their answers in pairs and elicit feedback.

#### Possible answers

**1** Less than 10% of young people in England would give up their education to go on television.

**2** The majority of those who wanted to be famous also wanted to be rich.

**3** Most of the people interviewed were worried about what other people's opinions of them were.

**4** The LSC agreed that becoming famous was a good way to earn money.

**5** Ruth Bullen understands why young people wanted to become famous.

**6** If you want to earn money, the advice from the LSC is to stay in education.

Ask students to focus on the first sentence and tell them to read the first paragraph to check whether the statement is true or false.

Put them into pairs to compare their answer.

Elicit feedback and encourage students to give a reason for their choice by referring to the text.

**1** F

*More than one in ten young people in England would drop out of education ...*

Ask them to read the full text and complete the exercise individually.

Put them into pairs to compare their answers and then elicit feedback, making sure that students understand why each statement is true or false.

**2:** T

*(... more than half said they wanted to be rich.)*

**3:** T

*(... saw fame as a way of 'proving other people wrong' ... it would 'let everyone know who they were' ... it would 'help them to feel accepted'.)*

**4:** F

*(The LSC said most young people were living in a 'dreamland' if they thought the easiest way to earn money was by becoming famous.)*

**5:** T

*(... trying to be famous ... can be tempting, particularly if they are unsure as to the direction they want their lives to take.)*

**6:** T

*(... by staying on in education or training they can significantly increase their earning power ...)*

- 3** Tell students to focus on the question and ask them to think about the general aim of the text.  
Ask them to choose a letter and compare their answer in pairs.  
Elicit feedback and encourage students to explain their choice of answer.  
Ask students to read the advice in the skills box.  
Tell them to look back at the text and ask:
- Do all paragraphs or most paragraphs contain a warning? (No, only paragraph G.)
  - Do all paragraphs or most paragraphs try to persuade people to stay at school longer? (No, only paragraphs F and D.)
  - Do most paragraphs comment on the results of the survey? (Yes, A, B, C, D, E.)

Key **A**

- 4** Review the multi-part verbs that students have encountered so far in the unit.  
Ask students to complete the exercise individually before putting them into pairs to compare their answers.  
Elicit feedback.

Key **1: drop out 2: go on to 3: end up 4: take part in 5: stay on**

- 5** Write these headings on the board: *Separable, Inseparable*.  
Ask students to group the multi-part verbs under the correct heading.  
Check answers as a class.

Key **They are all inseparable.**

- 6** Put students into pairs to complete the exercise.  
Elicit feedback.

Key **1: drop out 2: go on, end up 3: take part 4: staying on**

- 7** Put students into pairs to ask and answer the questions in Exercise 6.  
Elicit feedback.  
End the discussion by asking if their feelings about being famous have changed and ask them to explain their opinions.

## Grammar | page 88

- 1** Put students into pairs and ask them to look at the photo of Steve and guess the answers to the questions before they read the text.  
Elicit feedback.  
Ask them to read the text and check their guesses.  
Check answers as a class.

End the discussion by asking students if they feel the same way as Steve about the benefits of a celebrity lifestyle.

Key **1: being a footballer, model or film star  
2: He thinks he would get all the nice girls, wear designer clothes and have plenty of money.  
3: He thinks it would be boring, he doesn't want to go to the office every day, and he thinks it wouldn't pay enough.**

- 2** Ask students to recall as much as they can about Steve Dashwood:
- Does he work or is he a student? (a student)
  - What is he studying? (Media)
  - What would he most like to be? (a footballer)
  - Is he famous now? (no)
  - Would he like to become famous in future? (yes)
  - Why? (To meet girls, wear designer clothes and have money.)

Direct students to the statements and ask them to decide which ones are true.

Ask students to read the sentences which use unreal conditionals.

Ask how they are formed (*If* + past simple + *would* or *could*, etc. in the main clause).

Ask:

- Do they refer to something that is true? (no)
- Do they refer to something that is in the past or the future? (future)

Refer students to the grammar reference on page 159 if necessary.

Key **None of them are true now.**

- 3** Put students into pairs and ask them to answer the questions using the examples in the grammar box to help them.  
Check answers as a class.

Key **1: past tense 2: present/future 3: After if we usually use *were* instead of *was*. 4: *would/could* + infinitive**

- 4** Put students into pairs to complete the sentences.  
Check answers and ask students to write the correct forms on the board.

Key **1: earned; would be 2: couldn't; would like  
3: wouldn't have to; were 4: would be; became  
5: got; would drop out 6: had to; would be 7: did; wouldn't earn**

- 5** Ask students to complete the sentences individually and then put them into pairs to compare their answers.  
Monitor to ensure that they are forming the sentences correctly.

# Language Review | page 90

## Grammar

- 1** Review the form, meaning and use of unreal conditionals.  
Ask students to complete the sentences individually before comparing their answers in pairs.  
Elicit feedback and put the completed sentences on the board.

**Key** 1: would look; had 2: would you do; won 3: had; would buy  
4: had; would try on 5: would be nice; could help 6: were not; would go 7: did; would not be 8: would be; did not have

- 2** Check that students remember the forms and the uses.  
Ask them to complete the dialogues using unreal conditionals. Remind them to read the sentences very carefully.  
Put students into pairs to compare their sentences.  
Check answers, making sure that students have spelled the verb forms correctly.

1: What would you buy if you had a million pounds?  
If I had a million pounds, I would buy a wardrobe full of designer clothes.  
2: What would you wear if you were invited to a film premiere?  
If I were invited to a film premiere, I would wear a Prada suit, of course.  
3: Where would you stay if you were rich and famous?  
If I were rich and famous, I would stay in a five-star hotel or a yacht.  
4: What would you do if you saw Daniel Craig in a supermarket?  
If I saw Daniel Craig in a supermarket, I would introduce myself and ask for his autograph.  
5: What would you eat if you had dinner with Tom Cruise?  
If I had dinner with Tom Cruise, I would eat the most expensive dish on the menu.

## Vocabulary

- 3** Give students a time limit of 1 minute and ask them to write down as many items of clothing, footwear and accessories as they can.  
Put students into pairs to choose the correct alternative.  
Check answers as a class.

**Key** 1: suit 2: earrings 3: trainers 4: sandals 5: handbag  
6: gloves 7: jeans 8: belt

## Vocabulary development

Write these endings on the board: -y, -ing, -ed, -er.

Write these sentences:

- 1 Sue takes ages to get dress \_\_\_\_\_ in the morning. She can never decide what to wear.  
2 It's going to be a really smart wedding so I need to wear something quite dress \_\_\_\_\_ for it.  
3 I'm a dress \_\_\_\_\_ in a theatre. I help the actors put on their clothes and make sure that the clothes they wear are clean.  
4 I got a lovely dress \_\_\_\_\_ gown for my birthday! I love wearing it around the house because it is so comfortable and loose fitting.

Ask students to complete the words using the correct endings. Then ask them to check their answers using their dictionaries.

Then ask the students to write their own sentences using the words they have just learned.

- 4** Direct students to the words in the vocabulary box and ask which multi-part verb means:

- to throw away (get rid of)
- to match well (go with)
- to start wearing (put on)
- the opposite of put on (take off)
- to put your clothes in a wardrobe (hang up)

Ask students to complete the sentences in pairs.

Check answers as a class.

**Key** 1: try it on 2: go with 3: hung up 4: Hang them up  
5: get rid of 6: put on 7: Take them off

- 5** Review adjectives to describe people and clothing.  
Check understanding by selecting two adjectives, e.g. *handsome*, *ugly* and asking if they are used for people or for clothing.  
Ask students to choose two correct alternatives for each sentence.

Put them into pairs to check their answers.

Check answers as a class.

**Key** 1: good-looking, beautiful 2: unattractive, ugly 3: thin, skinny  
4: handsome, attractive 5: thin, plump 6: plump, overweight

# Progress Check 2 Units 6–10

## Key

### Speaking | page 91

(1)

Key a: 1, 3, 5, 7, 11 b: 6, 8, 9, 10 c: 2, 4

(2)

Key A: 3 B: 1 C: 2

(3)

Key **Functions:** I expect, Maybe, I imagine, I can't believe that, I bet, I imagine, I like, I think, I'm not really keen on, I think, I bet, I'm not really keen on, they're not really my kind of thing, I think

### Reading | pages 92–93

(1)

Key C

(2)

Key flowers

(3)

Key 1: T 2: F 3: F 4: T 5: T 6: F 7: F 8: F 9: T 10: T

(4)

Key 1: B 2: G 3: G 4: B 5: G 6: G 7: G 8: B 9: B

(5)

Key 1: celebration 2: reception 3: venue 4: huge, colossal 5: dull 6: amazing 7: fraction 8: consumption 9: cutting out

(6)

Key 1: followed by 2: concerned about 3: connected with 4: worried about 5: awareness of

## Writing | page 94

(1)

adjective	clothing	person	book
great	✓	✓	✓
unusual	✓	✓	✓
formal	✓		
plump		✓	
attractive	✓	✓	✓
smart	✓	✓	
tall		✓	
good-looking		✓	
frightening		✓	✓
strange	✓	✓	✓
amusing		✓	✓
short		✓	✓

(2)

Key 1: f 2: a 3: d 4: e 5: b 6: h 7: g 8: c

# Pieces of me

## Premium | Unit 11

### Preview

**Vocabulary:** music; hobbies and leisure activities; film

**Grammar:** *-ing*/infinitive; non-defining relative clauses

**Reading:** prediction; multiple choice (PET Part 4); short answers (SfL); multiple-choice gap fill (PET Part 5)

**Listening:** listening for attitudes and opinions; True/False (PET Part 4)

**Speaking:** extended speaking (Trinity ISE/GESE; SfL)

**Pronunciation:** pitch change in non-defining relative clauses

**Writing:** an article (ISE I factual writing)

### Introduction | page 95

#### Optional extra 5–20 minutes

As a lead-in to the unit, ask students to work in pairs to guess what you are carrying in your pockets or handbag, e.g. *purse or wallet, make-up, pens*.

Encourage them to give reasons for their guesses.

E.g. *I don't think there will be any make-up in her bag because I haven't noticed her wearing any.*

Empty out the contents of your handbag or pockets onto a table so that the students can see them. Of course, you can check what is in there first!

Ask them to discuss what the contents tell them about you.

If there is time, ask students to write a list of items they have in their pockets or handbags (probably better not to ask them to empty the items out).

Take in the lists and shuffle them before giving them out again. Make sure no one has their own list.

Ask students to read the lists and guess who wrote them.

They should then tell the class the reasons for their guesses and the person concerned can confirm or deny.

#### Teaching Tip

Students are usually interested to find out a bit more about the teacher and showing yourself willing to share something of yourself with them can help to develop their trust in you, and therefore their willingness to take risks with language.

- 1 Tell students that the photos come from a magazine article called *Pieces of Me* and explain the meaning of the title (objects which say something about the person).

Put students into pairs or small groups to speculate about the person who chose the items.

Ask students to check their ideas against the text on page 173.

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- 2 Ask students to imagine that they are going to be interviewed for a similar article.

Ask them to complete the table with one item for each category.

Put students into pairs or small groups to talk about their items.

- 3 Ask students to choose one of the items from Exercise 2 and write down four points to talk about.

Give them 3–4 minutes to plan what they could say about each point.

Ask them to try to anticipate two or three questions that their partner might ask them, and to think of one question they could ask their partner.

If the first student is talking about a painting, for example, the other student might ask:

- Is it worth more money now than when you bought it?
- Which room do you keep it in?

And the first student could ask their partner:

- Do you have a favourite picture or painting?

Ask students to work in pairs and to talk for 1–2 minutes each, before answering a few follow-up questions from their partner.

### Exam information

In Trinity ISE I and GESE 5/6 the examiner may ask questions about each point on the Topic Form, once the candidate has finished their limited long turn. The candidate should be ready to ask the examiner at least one question related to the topic.

#### Optional extra 10 minutes

Write these questions on the board:

- Do you and your friends have similar tastes?
- How are your tastes similar or different?
- Is it possible to have a friend or partner who likes completely different things from you?

Use some of the responses to Exercise 2 to establish the meaning of similar tastes.

E.g. *Mario and Joao both like heavy metal – they have similar tastes in music.*

Ask students to talk about the questions in small groups.

To round off the activity, ask for a few examples from the class and/or tell the class a little about you and your friends/partner.

### Listening | page 96

- 1 Write [www.myspace.com](http://www.myspace.com) on the board and put students into pairs to discuss what they know about this website (or to guess if they haven't heard of it).

Then ask students to read the short text to check their ideas.

### Cultural information

According to [www.wikipedia.org](http://www.wikipedia.org), MySpace is currently the sixth most popular website in the world and new country-specific versions are being set up all the time. The typical MySpace user is in their teens or early twenties, but increasingly MySpace is being used by anyone who wants to create an online profile, such as politicians or film actors.



- 2 Ask students to look at the profiles and discuss which people they might like to meet or chat to.  
Check they understand the meaning of: *checking out* (looking at or experiencing something to see if you like it), *gigs* (popular music concerts – usually quite small scale), *clips* (small extracts from a video or film).

- 3 Ask students to discuss the questions in small groups.  
Feed back some ideas as a class.  
Note that this will act as a prediction/familiarisation task for the subsequent listening.

- 4 **R.34** Tell students that they are going to hear a radio discussion about MySpace. Ask them to look at the questions and tell you who is involved (Vicky, Dave and Kate).

Look at the exam skills box with the students and warn them to make sure that the information they hear is not just true or false, but that it applies to the correct person.

Ask students to look through the questions and check any unknown vocabulary, e.g. *networking* (getting to know and sharing information with a lot of people).

Ask students to listen to the recording and decide if the statements are true or false.

Let students check their answers in pairs.

Then play again to confirm answers before checking as a class.

#### R.34

I = Interviewer, V = Vicky, D = Dave, K = Kate

- I: In a very short space of time MySpace has come from nowhere to become one of the most visited websites in the world. It's a simple idea – build your own space, or webpage, add pictures, videos, and as much or as little information about yourself as you like and use it to meet other people like you – or to keep in touch with people you met in the real world.

In the studio today we have a group of MySpace users, here to discuss how they use the site and what they find so good about it – as well as some of the potential problems. Vicky, what do you like about MySpace?

- V: Well, I like using it to keep in touch with people. I've got around fifty friends on there, but most of them I've met in real life first – some of them are old school friends I still keep in touch with, some are people I just see around sometimes at parties. It's also a great way to hear new music.

- I: You use it a lot to listen to music too, don't you, Dave?

- D: Yes, I play guitar in a band and MySpace has been a great marketing tool for the band – we have got loads of new fans on there. In fact, it's good for finding other people who are interested in the same things as you, whatever you're interested in. Computer games, blogging – there are even groups for people who like stamp collecting! I don't think there's anything wrong with making friends online. I don't agree that you can't 'know' someone if you never meet face to face. Actually, I think that some of my MySpace friends in different countries may know me better than the friends I see regularly here.

- V: Well, the problem is that you can never really know who you're chatting to. People can pretend to be whoever they like. But, you know, I don't really understand why people feel they need to have two or three hundred friends anyway. It just becomes a kind of competition to see how popular you are, not real friendship.

- I: Do you agree, Kate?

- K: Well, of course, some people do treat it as a competition, but I'm a student and I found it a great way to get to know other people on my course. Of course, there are other sites, like Bebo and Facebook, that are specifically designed for students at a particular college or university. Unlike MySpace, you have to be a registered student to join them, which makes it a bit more secure, I guess.

- I: You had a bad experience with MySpace, didn't you Kate?

- K: Yes, though not with any of the people that I met exactly. The problem is that MySpace has become so well known now that lots of people are using it for their own ends. I put on my page how much I enjoy snowboarding and I ended up with hundreds of emails from companies trying to sell me snowboarding equipment. You tend to forget that anyone can read what you write. I heard that a lot of employers are using it now too, to check out people they interview for a job. So be careful if you've got anything embarrassing on your MySpace page.

- I: And the final word to you, Dave.

- D: I think people just take the whole thing too seriously. First and foremost it's just meant to be a bit of fun. And it is fun.

1: F

(I've got about fifty friends on there, but most of them I've met in real life first ...)

2: T

(I think that some of my MySpace friends in different countries may know me better than the friends I see regularly here.)

3: F

(... I don't really understand why people feel they need to have two or three hundred friends anyway.)

Key

4: F

It is Kate, not Vicky, who expresses this opinion.

(Unlike MySpace, you have to be a registered student to join them, which makes it a bit more secure, I guess.)

5: F

(... though not with any of the people that I met exactly.)

6: T

(I heard that a lot of employers are using it now too ... So be careful if you've got anything embarrassing on your MySpace page.)

- 5 Put students into pairs to discuss the questions.

Feed back as a class, eliciting a few ideas and examples.

- 6 **R.34** Look at the hobbies in the box and check that students understand them. Also check pronunciation where appropriate, e.g. *hiking*, *photography*, *blogging*.

Play the recording again and ask students to note which of the hobbies are mentioned.

Let students check in pairs before checking as a class.

Key listening to music, playing the guitar, computer games, blogging, stamp collecting, snowboarding

#### Teaching Tip

This kind of task can be done with any listening text around a clearly defined topic. As well as being a good follow-up task to increase vocabulary, you can also ask students to **predict** what words they might hear in the text. They then listen and see how many of them are actually mentioned. This will help them understand more of the text as well as reviewing topic-related vocabulary.

### Optional extra homework + 10–15 minutes in class

Ask students to prepare their own MySpace type profile on a large piece of paper, ideally with a photo, and bring it in for a subsequent class.

Put the profiles up on the wall and ask people to mill around reading them, finding people who have similar tastes.

Feed back as a class on what they found.

## Vocabulary | page 97

- 1 Write these headings on the board: *Words I am sure about, Words I am not sure about, Words I do not know.*

Ask students to write down the words in the box under the headings.

Monitor while they are doing this so that you have some idea of what they know and don't know.

Ask students to talk together about the words and help each other where they can.

Finally, check understanding of the words together as a class. Note that the easiest way to check understanding of the different musical genres will probably be to ask for examples of artists and bands in each style.

Put students into small groups and ask them to look at the discussion questions.

Check any unknown vocabulary, e.g. *artist* (in the musical sense), *live* (not recorded), *tracks* (individual songs or pieces of music).

Ask them to discuss the questions in their groups.

Briefly feed back as a class.

**exam reviser** p12 11.1

Ask students to complete the table in the Exam Reviser with the words in the box.

Feed back onto the board, noting where words can be more than one word class.

### Optional extra 5–10 minutes

While students are talking, monitor and make an unobtrusive note of any mistakes, or examples of particularly good language used.

When they have finished, write the good language on the board and encourage the others students to make a note of it.

Then write the errors you heard on the board, without saying who made them, and ask students to try and correct them.

**workbook** p64 Exs 1–2

### Optional extra 10 minutes

Refer students to the Exam Reviser 11.2 and ask them to write sentences using the other music-related words.

Put them into pairs to compare and check their sentences.

## Reading | page 97

- 1 Check understanding of the words in the box.

Either

Look at the example given and ask students to discuss in pairs what they might think about someone with the hobbies given.

Or (if you have more time)

Ask students to brainstorm in pairs adjectives used to describe personality.

Refer them back to their Exam Reviser 3.1 if necessary.

Ask them to decide which personality adjectives might be applied to which hobbies, adding any others that they feel they need.

Feed back as a class and ask students to add any new adjectives to the list in the Exam Reviser.

### Optional extra 5 minutes

Ask students to choose a famous person they both know something about and discuss together what they think their hobbies might be and why.

*E.g. I think Penelope Cruz probably likes dancing – she used to be a dancer, you know. And listening to music and maybe painting. I think she's quite quiet and artistic. I can't imagine her parachuting or bungee jumping – she is much too sophisticated!*

### Vocabulary development

Write these headings on the board: *Hobbies/Interests I currently have, Hobbies/Interests I would like to have.*

Ask students to write down a few hobbies under each heading. They should use their dictionaries or ask the teacher if they need help with any new words.

When they have completed the list, ask them to discuss their answers with a partner.

For each hobby in the first column they should explain why they like it, who they do it with, when they do it, etc.

For each hobby in the second column they should talk about what interests them about it and why they have not yet done it.

- 2 Write CV on the board and ask students if they know what it is/what it stands for (*curriculum vitae*).

Ask students to brainstorm what they might put on a CV, e.g. *name, address, education, previous employment.*

Put students into small groups to discuss the questions.

Briefly feed back as a class. Elicit which hobbies they think would be a good idea to include or not into two columns on the board.

### Cultural information

A CV is a document which may be sent instead of an application form to try to get an interview for a job. The nature of CVs varies considerably between cultures. In Britain, for example, they are usually written in reverse chronological order (most recent first), which may not be the case in other countries.

- 3 Ask students to read the title and introductory paragraph (under the photo) and ask them to predict what the text is about.

Explain the meaning of *first impressions* (the opinion you form about someone when you see or meet them for the first time).

Ask students to skim through the text quickly and check what is said against their ideas in Exercise 2. Stress that they do not need to understand everything at this stage, they should concentrate solely on the task.

- 4 Ask students to read through the multiple-choice questions and clarify any unknown vocabulary, e.g. *main aim, persuade, warn*.  
Ask students to read the text again more carefully and choose the best answer in each case.  
Let students check answers in pairs before class feedback.

ay 1: D 2: B 3: A 4: D 5: B

## Vocabulary development

These words are often used in reading comprehension questions:

persuade inform explain describe complain  
warn advise suggest discuss

Write them on the board and then read aloud the definitions below.  
Ask students write down each word in the order they think you are defining them.

- 1 to give information about something (inform)
- 2 to make someone agree to do something by giving them reasons why they should (persuade)
- 3 to give details about someone or something (describe)
- 4 to tell someone something in a way that helps them understand it better (explain)
- 5 to give your opinion to someone about the best thing to do in a particular situation (advise)
- 6 to tell someone about a possible problem or danger so that they can avoid it or deal with it (warn)
- 7 to offer an idea or a plan for someone to consider (suggest)
- 8 to say that you are not satisfied with something (complain)
- 9 to talk about something (discuss)

Let students compare their answers in pairs, then check as a class.

### Exam Tip

Encourage students to give reasons for their choices and to explain why they think that the other choices are **not** correct. This will help them to identify 'tricks' and distractors.

## 5 Either

Ask students to discuss the questions in small groups and decide on five tips they would give to someone writing their CV.

Or (if you have a mixed nationality group)

Ask students to discuss the questions together and to find any differences in the way CVs are presented in their countries.

Feed back as a class.

## Optional extra homework

Ask your students to write a basic CV for homework (a useful activity for an ESOL class).

Give them the outline opposite and talk through each section.

It might also be helpful to comment on any significant differences between CVs in Britain and CVs in other countries. You could explain, for example, that 'marital status' used to be included in the CV, but this is now no longer the case.

Name

Address (including post code)

Telephone number

Mobile number

Email

## PERSONAL PROFILE

Describe your strengths and abilities.

E.g. *I am motivated and hard-working.*

*I have good communication and organisational skills.*

## EMPLOYMENT HISTORY

List your previous jobs and experience, starting with the most recent.

Include the name and location of your employer and the dates when you worked there.

Explain what you did in the job.

2006–2009	Brentworth College	Admin assistant
	Hertford	Processing student applications

## EDUCATION

Start with your most recent qualifications and include the year, the place where you took the qualification and the grade.

2006–2009	Brentworth College	Skills for Life
	Hertford	Listening and Speaking level 2

## PERSONAL INFORMATION

Date of birth

Driving licence (if applicable)

Interests and hobbies

## REFERENCES

The names and addresses of two people who could give you a reference. Alternatively, you can put that references are available upon request.

## Grammar | page 99

- 1 Ask students for a few examples of prepositions, e.g. *in, at, between*.  
Ask them to read through the sentences and decide which prepositions are missing.  
Let them check their answers together but do not give answers at this stage.

Key 1: between 2: of 3: at 4: up 5: without 6: on 7: about

- 2 Ask students to look at the text on page 98 to check their answers.  
Ask them what they notice about the form of the verb after a preposition. They should notice that it takes the *-ing* form

Key All the verbs are in the *-ing* form.

### Teaching Tip

Dependent prepositions such as these are a very common problem area for students. You could repeat this exercise type with any text that the students have read by 'whiting' out the prepositions in a copy of the text.

- 3 Tell students that the verb is always in the *-ing* form after a preposition but that it is otherwise not always easy to know which verb form to use.  
Ask them to try to choose the correct verb forms without looking back at the text.  
Monitor to see how much they already know.  
Let students check their answers against the text on page 98.

Key 1: lie 2: to encourage, to think 3: listing 4: to ask 5: to get 6: to lure, being 7: spending 8: to show

- 4 Ask students to complete the table.  
This exercise will help them to consolidate what they have noticed in the previous activity.  
Refer them to the grammar reference on page 159 if necessary.  
For answers, see key below Exercise 5.
- 5 Put students into pairs to add the verbs the table in Exercise 4.  
Put the table on the board and elicit the answers to make sure that students have a clear written record.  
Look at the verbs listed and ask students if they can see any similarities between the verbs in each column. Draw their attention to the grammar note which explains some helpful tendencies.  
Ask students to read the grammar reference on page 159 about verbs which can take different forms depending on the meanings.

**-ing:** avoid, prefer, enjoy, risk

**Infinitive:** want, decide, prefer, need, refuse, agree, expect, keep, promise

**Object + infinitive:** persuade, encourage, help, ask, advise, expect, promise, tell

### Optional extra 10 minutes

For extra practice of verbs which take both forms, write these pairs of sentences on the board:

- I like to wash my hair every day.  
*I like washing my hair every day.*
- He remembered to shut the door.  
He remembered shutting the door.
- He stopped to talk to me.  
He stopped talking to me.
- I finished my tea and started to watch television.  
*I finished my tea and started watching television.*
- He tried to open the window.  
He tried opening the window.

Put students into pairs and ask if they think the meaning of each pair of sentences is the same or different.

If it is different, what exactly is the difference in meaning?

### Answers

- Different  
The first sentence implies it's a good idea but not necessarily enjoyable while the second means the person enjoys doing it.
- Different  
The first sentence means he remembered before he did it while the second sentence means he remembered or had a memory of having done it.
- Different  
The first sentence means he stopped what he was doing in order to talk to me while the second means he wasn't talking to me any more.
- Same
- Different  
The first sentence means he attempted it but did not succeed while the second means that he did it to see what would happen (because it was hot, for example).
- Check students understand the meaning of *interview nightmares* (bad experiences in this case, rather than bad dreams).  
Ask them to read the text quickly, without trying to fill in the gaps, to find out what the bad experiences were.  
Briefly feed back as a class.  
Ask them to read the texts again more carefully and complete with the verb in the correct form.  
Check answers as a class.

Key 1: to say 2: to work 3: working 4: writing 5: going 6: to mention 7: to be 8: to say 9: to tell

## Optional extra 10–15 minutes

### Either

Ask students to think about a job interview that they have had.

- When was it?
- What was the job?
- What went well in the interview?
- Was there anything that didn't go well?
- Did they get the job?
- How do they feel about getting/not getting the job now?

Put students into pairs to tell each other about their experiences.

Or (if your students do not have much experience of job interviews)

Put students into pairs (A and B) and give each pair a job to prepare. These can be fantasy jobs such as astronaut or prime minister.

A is the interviewer and prepares some questions to ask B.

E.g. *What makes you think you would be good in this job?*

B should be the applicant and prepare some (fictional) things to say about previous experience, why they would be good at the job, etc.

Ask them to role play the interview.

**workbook** p66 | Exs 1–5

## Reading | page 100

- 1 If possible, tell the students about someone that you met on a long journey.

Ask students to work in small groups and discuss the questions. Briefly feed back as a class.

- 2 Look at the title of the article and check students understand the expression *to pass time*.

Look at the questions with the students and ask them to read the text to find the answers.

Let them check answers in pairs before checking as a class.

1: Discussing Nietzsche or football or prospects for next year's presidential elections; exchanging 90 minutes of conversation in French for 90 minutes of conversation in English; learning to knit or play snap or doing sudoku puzzles

2: Pay an extra €1.50 and complete a questionnaire.

3: You can sit in specially marked 'silent' areas.

- 3 Put students into pairs to discuss if they would like to use a service like this and why/why not.

Briefly feed back as a class.

- 4 Remind students that passengers wanting to meet other passengers need to fill in a questionnaire.

Put them into pairs and ask them to read the completed questionnaire and discuss whether they would like to sit next to this person.

Briefly feed back as a class, encouraging the students to give reasons for their opinions.

E.g. *I wouldn't like to sit next to this person because they'd probably be talking loudly on their mobile phone all the time!*

Ask students to complete the same questionnaire for themselves on a separate piece of paper.

Put them into new pairs and ask them to look at each other's questionnaires. Can they see anything they have in common?

Ask them to imagine that they are on the train together. They should talk together and try to find five more things that they have in common, e.g. *hobbies, family size, jobs, age*. (See optional extra below for an extension to this stage.)

Ask some pairs to report back to the class.

## Optional extra 10 minutes

To provide more linguistic challenge while doing Exercise 4, write these dialogues on the board and ask students to complete them (answers in brackets):

1

A: Do you like Almodovar?

B: Yes, I \_\_\_\_ (do).

A: \_\_\_\_ (so do) I. I loved *All about my Mother*.

2

A: Do you like Thai food?

B: No, I \_\_\_\_ (don't). Do you?

A: Yes, I \_\_\_\_ (do), and Indian, too.

3

A: Have you ever been to the United States?

B: No, I \_\_\_\_ (haven't).

A: \_\_\_\_ (Neither) have I, but I'd like to.

4

A: Are you going to university next year?

B: Yes, I \_\_\_\_ (am).

A: \_\_\_\_ (So) am I. Which one are you going to?

Check students' answers and then encourage them to use short answers and *so/neither* in their discussions and when they report back to the class.

## Vocabulary | page 100

- 1 Look at the definitions with the students and check any unknown vocabulary, e.g. *chases, explosions, special effects, cast, tense*.

Put students into pairs to match the definitions with the film genres in the box.

1: comedy 2: action 3: crime or gangster 4: horror 5: biopic  
6: historical or epic 7: thriller

- 2 Ask students to think of a film in each genre.

Put them into pairs to compare answers and explain the reasons for their choices.

**exam reviser** p12 | 11.2

Ask students to write their examples next to the list of genres in the Exam Reviser. This will help them to remember the words when they come to revise them.

### Optional extra 15–20 minutes

Put students into pairs and ask them to write a few lines of dialogue from an imaginary film in a particular genre, like this:

MAN 1: This is the sixth body we've found today! I think there must be a serial killer on the loose!

MAN 2: We're going to find who did this and bring them to justice!

MAN 1: Oh no! Why is the door locked ...

Students read their dialogues aloud to the class who have to guess the genre.

For example, the above dialogue could be from a thriller or possibly a horror film.

- 3 Put students into pairs and ask them to discuss the questions. Ask the class which films they have seen recently. If a few of them have seen the same films, find out if they generally liked them or not and why.

workbook

p65 Ex 1

## Grammar | page 101

- 1 Ask students to think of a favourite film star.

Put them into pairs to talk about what they know about the stars and why they like them.

Get one or two examples from the class. Then ask the class what they know about Tom Cruise, Keira Knightley, Scarlett Johansson and Nicole Kidman.

Look at the examples in the grammar box and show students how the non-defining clauses give extra information (you could remove them and the sentence would still make sense).

Ask students to discuss the two questions in pairs.

Check answers as a class.

- Key  
1: a person – who; a thing – which; a place – where  
2: Commas are at the beginning and end of the non-defining relative clause.

- 2 Look at the example with the students and make sure they understand that the relative clause should come **after** the noun it refers to.

Ask students to form the remaining sentences individually before checking their answers in pairs.

Refer them to the grammar reference on page 159 if necessary.

Write students' answers on the board to check that they have used commas correctly.

- 3 R.35 Ask students to listen to the answers on the recording and see what they notice about the pitch of the clauses. They may notice that the defining relative clause uses a lower pitch. Play the recording again and drill each one, using gestures to show the lower pitch.

### R.35

- Keanu Reeves, whose mother is British, was born in Beirut.
- Tom Cruise and Nicole Kidman, who are divorced, have two children.
- Keira Knightley starred in *Pirates of the Caribbean*, which is one of the most successful films ever made.
- Scarlett Johansson starred in *Lost in Translation*, which was filmed in Japan.
- Nicole Kidman started her acting career in Australia, where she was born.  
Nicole Kidman was born in Australia, where she started her acting career.

Key Where the non-defining clause is in the middle of the sentence, the pitch rises at the end.

### Optional extra 10 minutes

To prepare for the next section, write this text on the board:

*Kate Winslet is one of the UK's finest actresses. Kate Winslet was nominated for an Oscar four times before she was even thirty. She has starred in many films. The most famous films are probably Eternal Sunshine of the Spotless Mind and Titanic. She co-starred in Titanic with Leonardo di Caprio. She is married to Sam Mendes. Sam Mendes was the director of the cult film, American Beauty.*

Establish that this text does not 'read' very well because there are too many short sentences and too much repetition.

Ask students to join the sentences together using linkers and relative pronouns, to make 3–4 sentences. Note that there will be different ways of doing this.

#### Sample answer

Kate Winslet, who was nominated for an Oscar four times before she was even thirty, is one of the UK's finest actresses. She has starred in many films, of which the most famous are probably *Eternal Sunshine of the Spotless Mind* and *Titanic*, in which she co-starred with Leonardo di Caprio. She is married to Sam Mendes, who was the director of the cult film, *American Beauty*.

- 4 Remind students what they said they knew about Keira Knightley before starting Exercise 1.

Write these questions on the board:

- When was Keira born?
- When did she first get an agent?
- How old was she when she first appeared on television?
- Name two of Keira's films which are mentioned in the text.

Check they understand what an agent is and ask them to read the text, without completing any gaps, to answer the questions.

Briefly feed back as a class and check students understand the vocabulary, e.g. *playwright*, *dyslexic*, *big break*. Ask students to choose the best word to complete each gap.

If appropriate, remind students that this is an example of PET Reading Part 5.

Let them check answers in pairs before checking as a class.

Key 1: B 2: C 3: A 4: D 5: A 6: B 7: A 8: B

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workbook p68 Exs 1–3

## Writing | page 101

### Exam information

An article is one of the possible task types for the Trinity ISE I (factual writing). Although the writing is factual, an article will also often contain the writer's opinion or comments.

- 1 Ask students to choose a film star or other famous person. They should choose someone they already know a lot about.

- 2 Look at the title to the Keira Knightley text and ask students to think of a suitable title for their article.

Refer them to the skills box for guidance, explaining that a reader will only read an article that they expect to be enjoyable or interesting and a title is a key part of how this is decided.

Note that although students are expected to provide a title, this is not included in the word count.

- 3 Ask students to look at the Keira Knightley text again and summarise the main topic of each paragraph.

Paragraph 1: Birth and family background

Paragraph 2: How Keira got an agent

Paragraph 3: Keira's early career on television

Paragraph 4: Keira's film career

Ask students to write a similar plan for their celebrity, deciding what life events they will put in each paragraph.

Note that the article ends with a summarising sentence, giving the writer's opinion.

### Optional extra 5–10 minutes

Ask students to look at the Keira Knightley text once more and underline useful phrases they think could be used in any text of this type. Possible phrases are:

... was born on ... in ...

Her/His father/mother was ...

When ... was only (age), she/he ...

His/Her big break came with ...

He/She has starred in ...

### Teaching Tip

Whenever you are looking at a model text or answer with students, encourage them to underline useful phrases in this way and to keep a note of them under the heading of each writing task type.

- 4 Ask students to write the article, reminding them to use relative clauses where appropriate.

This stage could be done at home, but remind students not to simply copy text from the Internet.

When students have finished, ask them to work in pairs to read and correct each other's work before they hand it in.

### Teaching Tip

Peer correction and discussion will help students to become more able to edit their own work and less dependent on the teacher – vital skills for any written exam.

## Language Review | page 102

### Grammar

- 1 Read the first question with the students and elicit the answer. Remind them that it is important to read the whole of the question before deciding on an answer.

Ask them to complete the remaining questions.

Let them check answers in pairs before checking as a class.

Key 1: didn't expect to 2: wanted to 3: planning to 4: decide to  
5: remember to 6: want to

- 2 Tell students that in this exercise they will need to decide which form of the verb to use.

Do the first question as an example then ask them to complete the remaining questions.

Let them check answers in pairs before checking as a class.

Key 1: listening to 2: seeing 3: to stay 4: to cook 5: meeting  
6: I'll do 7: buying 8: losing 9: to go 10: talking about

### Optional extra 10–15 minutes

Ask students to translate the sentences in Exercise 2 into their first language.

If you have a monolingual group and you speak their first language well, discuss the differences in syntax together.

If not, then ask students to translate the sentences back again, using the syntax of their first language and note any differences.

- 3 Ask what, if anything, the students know about Helen Mirren. Then ask them to read the text quickly, without filling in the gaps at this stage, and find five facts about her.

Ask students to read the text again more carefully and put the relative clauses into the correct places.

Put students into pairs to check answers then check as a class. As you check, ask students what the relative pronouns refer to.

E.g. *The film star, whose real name is ...* (whose refers to Helen Mirren)

Key 1: f 2: g 3: b 4: e 5: a 6: c 7: d

### Vocabulary

- 4 Ask students to choose the best word from the box to complete each sentence.

Let them check in pairs before checking as a class.

Key 1: album 2: classical 3: reggae 4: vinyl 5: download  
6: single 7: rock

- 5 Explain that each sentence contains the wrong type of film.

Ask students to change the type to something more suitable.

Check answers in pairs and as a class.

Key 1: horror films comedies 2: historical films action films  
3: action films thrillers 4: gangster film horror film  
5: thriller biopic 6: epic gangster film

# What money can buy

## Premium | Unit 12

### Preview

**Vocabulary:** compound nouns; computers

**Grammar:** modals of deduction; verbs with two objects

**Reading:** prediction; reading for specific information; true/false (PET Part 3); guessing meaning from context; multiple matching (PET Part 2)

**Listening:** listening for specific information; gap fill (PET Part 3)

**Speaking:** discussion (PET Part 2); making requests; describing a picture (PET Part 2); extended speaking (Trinity GESE/ISE)

**Pronunciation:** word stress in compounds

**Writing:** a complaint; checking and correcting your work

**Additional materials:** pictures of different advertisements

### Introduction | page 103

- ① Direct students to the title of the unit and to the five photos and elicit what they can see, e.g. *car, perfume, handbag, sunglasses, vacuum cleaner*.

Ask them whether they think the goods are expensive or cheap and to explain why.

Explain that the items are designer goods and elicit from students what this might mean by indicating examples from the photos such as *Chanel* and *Louis Vuitton*.

Direct them to the words and phrases in the box and ask these questions to check meaning:

- 1 Which two phrases mean 'made to a high standard'? (well made, good quality)
- 2 Which phrase means 'worth the money you paid for it'? (good value)
- 3 Which phrase means 'advertised/promoted by a famous person'? (endorsed by celebrities)
- 4 Which word means 'limited to one person or a group of people'? (exclusive)
- 5 Which phrase means 'things that some people want to have because they think that other people will admire them if they have them'? (status symbols)

- ② Elicit examples of designer goods such as cars, sunglasses, handbags, jeans, belts and so on.

Put students into groups to discuss the questions.

Elicit feedback.

End the discussion by asking if there is a favourite designer or designer item among the students.

- ③ Put students into pairs to discuss the questions.

Remind them to use the words associated with designer goods in Exercise 1.

Elicit feedback.

### Optional extra 10–15 minutes

Give students a range of advertisements to look at. Write these questions on the board for students to discuss in pairs:

- What is being advertised?
- How is it being advertised?
- Which words would you use to describe it?
- Would you like to buy it? Why?/Why not?

Elicit feedback.

### Grammar | page 104

- ① Direct students to the advertisement and ask them to describe what they can see.

Ask them to guess what it is selling.

Elicit these phrases to encourage speculation:

*It could/might be an advertisement for ...*

*Perhaps/Maybe it is an advertisement for ...*

Ask students how certain they feel about their guesses.

Write their guesses on the board.

- ② **R.36** Tell students that they are going to listen to a group of people discussing the advertisement

Tell them to listen and compare their guesses with those of the speakers and play the recording.

Elicit feedback. How similar were their guesses to the students'?

What was the advertisement for? (a washing machine)

#### R.36

A: So what do you think?

B: Well, there are butterflies and water, so it could be an advert for some kind of health spa.

C: No, I don't think so. Why would she be wearing an evening dress? It can't be that.

D: It must be for cosmetics or a beauty product. The woman looks young and beautiful.

B: Yes, it looks like it might be something like that. Maybe that's why there's water? Kind of freshness. Could it be for deodorant?

A: Do you give up?

All: Yes.

A: It's an advert for a washing machine. I think the idea is that it cares for your clothes and for the environment.

#### a washing machine

- ③ Put students into pairs to discuss the questions. Write these phrases on the board to prompt them:

*I really like/love it ... because ...*

*I can't stand it/I hate it ... because ...*

*It is irritating /annoying ... because ...*

Elicit feedback.



**4 R.36** Direct students to the sentences and ask them to read them before listening.

Play the recording and ask students to complete the sentences.

Check answers and write the modal verbs on the board.

Ask the students these questions:

- 1 Which speakers feel very sure about the advertisement? (C, D)
- 2 Which modal verbs do they use? (can't, must)
- 3 Which modal verb means that we are sure that something is true? (must)
- 4 Which modal verb means that we are sure that something isn't true? (can't)
- 5 Which speaker is not sure about the advertisement? (B)
- 6 Which modal verbs do they use? (could, might)

**Key** 1: could 2: can't 3: must 4: might

**5** Tell students to match the modal verbs with the different meanings.

Refer them to the grammar reference on page 159 if necessary.

Put them into pairs to compare their answers before checking them as a class.

**Key** 1: must 2: can't 3: might/may/could

**6** Put students into pairs to write sentences using the statements as prompts.

Monitor and provide help if necessary.

Check answers and ask pairs to write their sentences on the board.

- 1: He can't be overweight.
- 2: He must/might/could/may be Italian.
- 3: He must be clever.
- 4: He must/might/may/could be quite old.
- 5: He can't be an opera singer.
- 6: He must/might/may/could be married.

**Key**

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workbook p72 Exs 1-3

## Reading | page 104

**1** Ask students to look at the title and subtitle of the text and encourage them to guess what it might be about. Check understanding of the difference in meaning between *trick* and *manipulate* by asking these questions.

- Which word means 'to deceive or cheat someone'? (*trick*)
- Which word means 'to control someone to your advantage'? (*manipulate*)
- Do they have a positive or negative meaning? (negative)
- Are they connected with being honest or being dishonest? (dishonest)

Encourage students to use modal verbs while discussing the title, e.g. *It could/might be about ...*

Ask them to read the three options and discuss the answer.

Elicit feedback. Make sure that students explain their choice.

Ask them which word helped them to choose. (persuade)

**Key** B

**2** Review the meanings of *trick* and *manipulate* and ask students to read paragraph A and find an example of a secret trick. (the supermarket bread trick)

Ask them to predict what kind of smells, lights and sounds shops might use to encourage people to buy more and put their ideas on the board, e.g. *smell of freshly baked bread, bright lights, cheerful music and so on.*

Ask students to read the remainder of the text to check their guesses and find further examples of secret tricks.

Put them into pairs to compare answers.

Elicit feedback.

End the discussion by asking students which trick they think is most/least effective and encourage them to justify their opinions.

the supermarket bread trick

distress goods

triangular balance

shelf psychology

handbags placed on their own shelves

messed up clothes displays

lighting

**Key**

**3** Ask students to recall some of the sales techniques mentioned in the text such as *triangular balance* and *distress goods*.

Ask which technique focuses the eye on the centre of a display. (triangular balance)

Can they remember examples of distress goods? (newspapers, flowers, cigarettes)

Write these prompts on the board: *smells, sound, lighting.*

Put students into pairs to discuss examples of techniques that they have noticed in shops.

Elicit feedback.

**4** Ask students to read the text as quickly as they can.

While they are reading, write these words on the board:

- energy-efficient light bulbs
- handbags
- jewellery and make up
- lights, sounds and smells
- price labels 95p/98p
- supermarkets
- triangular balance
- untidy displays

Ask students to cover the reading text and to recall the order in which the words on the board are mentioned.

To get them started, ask them which word they recalled reading first. (supermarket)

Ask them to put 1 next to the word *supermarket*.

Ask them which word they recall reading last. (energy-efficient light bulbs)

Ask them put 8 next to the words *energy-efficient light bulbs*.

Put them in pairs to put the remaining words in the order in which they are mentioned.

Refer students to the text to check.

Ask students to read the sentences and match them to the correct paragraphs.

Check answers as a class.

Direct students to the skills box and ask them if they found it helpful to read the text quickly before reading the questions.

Ask students to read the sentences again and underline the key words in pairs.

#### Suggested answers

- 1 The supermarket bread trick works by making you feel hungry.
- 2 You are in danger of being manipulated when you first go into a shop because of all the changes in lights, sounds and so on.
- 3 Stores make a lot of money on jewellery and make-up.
- 4 In 'triangular balance' the store will put the most expensive item at the top of a triangle.
- 5 If a price label in an electrical store ends in 95p or 98p, it can mean the item is new stock.
- 6 Some fashion stores put each handbag on its own little shelf because there is only one of each kind on sale.
- 7 Younger women don't like displays to be too tidy because it looks as if no one else wants the items.
- 8 One fashion store saved money by changing to energy-efficient lightbulbs.

Key 1: A 2: C 3: D 4: E 5: G 6: H 7: H 8: I

#### Optional extra 5–10 minutes

Ask students what types of shops are mentioned in the reading text and write the words on the board: *department store, supermarket*.

Ask them what products are sold in each type of shop that are mentioned in the text and put them under the correct heading.

Ask students to find the remaining words by referring back to the text.

#### Answers

**Department store:** jewellery, gifts, perfume, make-up, electrical goods, handbags, clothes, umbrellas

**Supermarket:** bread, flowers, newspapers, cigarettes

- 5 Ask students to read the text again and decide if each sentence is true or false.

Put them into pairs to compare their answers.

Elicit feedback, making sure that students can justify their choice of answer.

1: T

(Stores know that they sell more when shoppers are hungry and so they send the smell of warm bread through the air-conditioning system. Paragraph A)

2: T

(... overwhelm the senses with smells, lights, sounds ... This can make you spend money you didn't mean to part with. Paragraph C)

3: T

(... it's used for the most profitable goods. Paragraph D)

4: F

(Here they put the ... most expensive products in the centre of each shelf ... your eye goes straight to the middle and the most expensive box. Paragraph E)

5: F

(That's a signal that a product is old stock and needs to be sold quickly. Paragraph G)

6: F

(The effect here is to hide the fact that the same bag appears six or seven times. Paragraph H)

7: T

(Younger women like messed-up clothes displays – it suggests that these are popular. Paragraph H)

8: F

(... but sales went down. Paragraph I)

#### premium plus 46

#### Vocabulary development

Write these shops on the board:

newsagent boutique greengrocer DIY store  
fishmonger chemist butcher baker

Ask students to match the items with the shops:

1 bread, rolls

2 ham, steak

3 shampoo, medicine

4 paint, wallpaper

5 green peppers, tomatoes

6 magazines, newspapers

7 skirt, blouse

8 cod, salmon

Check answers.

Then ask students to add more items to each shop.

#### Answers

1: baker 2: butcher 3: chemist 4: DIY store

5: greengrocer 6: newsagent 7: boutique 8: fishmonger

## Vocabulary | page 106

- 1 Review goods on sale in a department store, e.g. *electrical goods, umbrellas, handbags, clothes*.

Ask students these questions:

- Does a department store sell a lot of different things or just a few things? (a lot of different things)
- Is a department store one shop or is it a group of different shops? (one shop)

Direct students to the meanings a–f and ask them to choose the correct one for *department store*.

Explain that department store is an example of a 'compound noun' and elicit the parts of speech from the students. (noun/noun)

Put students into pairs to match the remaining compound nouns with their meanings.

Check answers as a class.

Say each compound noun in turn and ask students to repeat.

Ask them what word in each compound is stressed – the first word or the second word? (the first)

Key 1: b 2: d 3: e 4: f 5: c 6: a

### Optional extra 10 minutes

Write these definitions on the board and ask students to find compound nouns in the reading text on page 105.

1 a group of shops and restaurants with an area for cars to park. (Paragraph A)

2 a journey on which you go from shop to shop for the purpose of looking for things to buy (Paragraph B)

3 the central part of a city (Paragraph D)

4 a small piece of paper showing the amount something costs (Paragraph G)

5 a shop which sells up-to-date clothes (Paragraph H)

Put students into pairs to compare their answers.

Check answers and write them on the board.

#### Answers

1: shopping centre 2: shopping trip 3: city centre  
4: price label 5: fashion store

#### Teaching Tip

It is useful to get into the habit of asking students to recall information from the previous lesson/activity. This will help to consolidate their learning.

- 2 Write these words on the board and ask students to supply the missing nouns:

1 chain \_\_\_\_\_  
convenience \_\_\_\_\_  
department \_\_\_\_\_

2 \_\_\_\_\_ assistant  
\_\_\_\_\_ technique  
\_\_\_\_\_ counter

Direct students to the group of compound nouns and ask them to supply the missing noun.

Ask them to use dictionaries if necessary.

Check answers as a class.

#### Answers

1: store 2: sales

Key 1: bank 2: card 3: shopping

### exam reviser p12 12.1

Ask students to write the compound nouns in their Exam Reviser.

- 3 Ask students to check in their dictionaries to divide the compound nouns into two categories.

two words	one word
bank balance	banknote
bank account	phonecard
credit card	storecard
shopping bag	
shopping centre	
shopping list	

Key

- 4 Ask students to close their books and call out the examples of compound nouns that they remember. Write these on the board.

Ask them to open their books and match the compound nouns to the definitions.

Check answers as a class.

Key 1: credit card/store card 2: shopping centre 3: shopping bag  
4: banknote 5: shopping list

- 5 Ask students if they remember which word the stress usually falls on in compound nouns. Give examples to prompt if necessary.

Direct them to the learning tip and explain that in some cases the stress falls on the second word.

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- 6 Ask students to look at the two photos and elicit the type of shops pictured (supermarket, department store).

Elicit the items they can see in the photos, e.g. *perfume, make-up, food*.

Elicit the people they can see and what they are doing, e.g. *sales assistant, customer, shopper*.

Point to the shopping trolley and write the compound noun on the board.

Direct students to the skills box and explain that it is a good idea to talk about what people might be thinking or feeling when they talk about photos.

Ask students to recall the modal verbs that they can use and put them on the board: *They could be ... They might be ...*

### workbook p70 Exs 1–4

## Listening | page 107

- 1 Ask students to look at the items in the box.  
Ask them which items they would buy online.  
Put them into pairs to discuss the advantages and disadvantages of shopping online.  
Elicit feedback.

- 2 **R.37** Tell students that they are going to listen to a radio discussion about online shopping.  
Ask them to read the text and decide what kind of information is missing.  
Elicit feedback and put ideas on the board, e.g. *number, percentage, verb, adjective*.  
Play the recording and ask students to complete the information.  
Put students into pairs to compare their answers.  
Check answers as a class.

### R.37

It is less than twenty years since people started to access the Internet, but there are already at least forty billion pages, and probably many more. It's strange how much it has become part of all our lives. We use it to buy travel tickets, or check opening times, check spelling in online dictionaries, or find information, share our photos, or, of course, for shopping.

More than £22 billion was spent by consumers in the UK last year as 310 million transactions – an average of more than 800,000 per day – were made online. The average number of purchases made by online shoppers rose to 18.5. And, for the first time, over half of British adults, 52% of the population, made a purchase over the web.

Many people now do their weekly grocery shopping online, getting the supermarket to deliver everything straight to their door. All the big supermarket chains now offer this service. This is particularly handy for heavy or bulky items, but, of course, you don't get to choose the items yourself, and you have to wait in for the delivery man.

Another very popular online store is Amazon.com. Originally an online bookstore, Amazon now sells virtually anything, though its main lines are still books, CDs and DVDs. It has a good reputation for reliability and its prices are usually much lower than the high street.

And then, of course, there's eBay. eBay is an auction site where people buy and sell new and second-hand goods. If you see something you like, you decide how much you are willing to pay for it and make a bid. If no one bids more than you, the item is yours. It doesn't cost anything to make a bid, but sellers have to pay a small charge to eBay. Spending on auction websites, such as eBay, is one of the fastest growing areas of online commerce, with seventy-nine million transactions on these kinds of sites last year.

As with all online shopping, you can't handle the items before you buy them, you just get a picture. You need to make absolutely sure that the item is what you want, and check the condition if it's second-hand. Some sellers offer refunds, but not all, and even those that do will probably not refund the cost of postage. You also need to be very careful that the websites you use are secure and you should never buy anything using a computer that doesn't have up-to-date virus protection.

Key 1: 310 2: half 3: choose 4: reliability 5: a small charge  
6: 79 7: postage 8: up-to-date

- 3 Ask students to read the text and answer the questions.  
Put them into pairs to compare their answers.  
Elicit feedback.  
End the discussion by asking students if they found any information surprising or particularly interesting.

Key  
1: You don't have to carry heavy or bulky items, and it saves time and petrol.  
2: Books, CDs and DVDs.  
3: You should check description of items carefully, use secure websites and make sure you use a computer with up-to-date virus protection.

- 4 Direct students to the questions for the discussion and put them into pairs to discuss them.  
Elicit feedback.  
If there is time, check which are the most popular websites in the class.

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## Vocabulary | page 107

- 1 Direct students to the pictures and ask them what method of shopping is illustrated. (online shopping)  
Elicit the kinds of items that can be bought online, e.g. *clothes, TV, shoes, books, cars*.

Tell students to read the text as quickly as they can and then ask these questions:

- Who invented eBay and why? (Pierre Omidyar, as a way to buy and sell things)
- How many people use it in the UK? (ten million)
- Which other countries in the world have eBay sites? (China, Italy, Australia, Spain, Poland)

Put students into pairs and ask them to complete the information using the words in the box.

Check answers as a class.

Key 1: online 2: websites 3: home page 4: search 5: search engine  
6: browse 7: mouse

exam reviser p13 12.2

Ask students to complete the table in their Exam Reviser.

workbook p72 Ex 1

## Writing | page 108

- 1 Explain to students that Marcin bought a DVD player online and that he was not happy with it. Elicit *complain* and *make a complaint*.

Write these following pairs of phrases on the board:

- a long time ago/a short time ago
- three days/nearly two weeks
- adaptor/free DVD
- store manager/customer service department
- replacement/refund
- nearly £130/over £200

Ask students these questions and ask them to guess which phrase applies before they read:

- 1 When did he buy the DVD player?
- 2 How long did it take to arrive?
- 3 What was missing?
- 4 Who did he contact?
- 5 What does he want?
- 6 How much did the DVD cost?

Ask them to read the letter and check their guesses.

Check answers.

**Answers**

- 1: a short time ago 2: nearly two weeks 3: adaptor  
4: customer service department 5: refund 6: nearly £130

Ask students to read the letter again and match each section with the summaries. Ask them to underline the sentences or phrases that each summary refers to.

Put them into pairs to check their answers then check answers as a class.

- 1: *I want to say how cross I am about ...*  
2: *I am really cross about how you've treated me, and I want my £129.99 back.*  
3: *On the site, it clearly says that delivery takes between three and five working days. But it was nearly two weeks before the player arrived.*  
4: *Dear Sir/Madam,*  
5: *Write back soon, -*

Key

- 2 Ask students who Marcin is writing to (customer service department).

Does he know the name of the person he is writing to? (no)

Should the language be formal or informal? (formal)

Ask students to replace the phrases in the letter with phrases 1–6.

Put them in pairs to compare their answers then check answers as a class.

Check understanding by writing these words on the board and asking students to find formal words and phrases with the same meaning:

- 1 a new one (replacement)
- 2 all my money back (a full refund)
- 3 very (extremely)

Direct students to the skills box and ask them to read it carefully.

- 1: ~~I am writing to say how cross I am~~ I am writing to complain  
2: ~~another one~~ a replacement  
3: ~~I am really cross about how you've treated me~~ I am extremely unhappy with the service I have received  
4: ~~I want my £129.99 back~~ I would now like a full refund  
5: ~~Write back soon~~ I look forward to hearing from you  
6: ~~Love~~ Yours faithfully

Key

- 3 Ask students to brainstorm what might go wrong with a digital camera which has been bought online, e.g. *late delivery, missing instructions, faulty, no batteries included.*

Write students' ideas on the board.

Direct students to points 1–5 and elicit phrases for each one.

- 4 Tell students to write their own letter and remind them to use formal language.

At the end of the activity, ask students to check their spelling and the formality of the language in their letter.

**EXAM REVISER**

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Ask students to add any useful phrases for letters of complaint to the list in the Exam Reviser.

## Functions | page 108

- 1 **R.38** Ask students to look at the pictures and elicit what the places are and what you can buy there.

Play the recording and ask students to listen to the dialogues and match each dialogue to the correct picture.

Check answers.

### R.38

1

A: Could you tell me where the cash desk is, please?

B: Certainly. It's over there.

2

A: I like this pair. Could you bring me the other one to try on?

B: What size please?

A: Thirty-nine please.

3

A: Would you mind fetching me another size, please? This one's a bit too big.

B: Of course, just a moment.

4

A: Excuse me, do you have a book called *Another Day, Another Country*?

B: Let me just see ... Sorry, it's out of stock.

A: Could you order me one?

B: Of course.

5

A: What would you like?

B: Can you make me an egg roll, please?

Key

1: C 2: E 3: B 4: A 5: D

- 2 **R.38** Elicit the notion of *request* from students. Do you ask someone for something or do something for someone? (ask someone for something)

Tell them to listen to the first dialogue and write down the request they hear.

Play the recording and put them into pairs to compare their answers.

Check answers and write the first request on the board: *Could you tell me where the cash desk is?*

Tell students to listen to the other dialogues and write down the requests.

Put them into pairs to compare their answers.

Check answers and write them on the board.

Ask them to put the phrases in the order of politeness.

Check answers and check that they know that *mind* is followed by the *-ing* form of the verb.

1/2: can you; could you; would you mind

**Key** 3: For example, when you don't know someone or you're asking a big favour.

4: The verb after *mind* ends in *-ing*.

### Exam information

In Skills for Life Entry 3 students take part in a role play which involves giving information in a formal context. This part of the test requires them to make requests and ask questions to obtain information.

exam reviser

p20

Ask students to make a note of expressions for requests in their Exam Reviser.

## Grammar | page 109

1 Direct students to the box and put them into pairs to decide which verbs take the same pattern as the examples.

Refer students to the grammar reference on page 160 if necessary.

Check answers as a class.

**Key** give, lend, buy, promise, pass, pay, sell, send, teach, show, offer, tell

2 Ask students questions about the rules for verbs with two objects.

1 Which usually comes first after the verb – the direct object or the indirect object? (indirect object)

2 Which verbs in the box do not have the indirect object first? (explain, say, tell)

Ask them to rewrite the sentences in pairs.

Elicit feedback and ask pairs to put the correct sentences on the board.

1: Sam lent Chris £5.

2: The children showed their mother their pictures.

3: I'm going to teach you verb patterns today.

**Key** 4: Can you pass me the salt, please?

5: Give the ticket inspector the money.

6: He made me a promise.

7: Can you order me a taxi, please?

workbook

p74 Exs 1-6

## Reading | page 109

1 Elicit the presents in the pictures: *necklace, boots, scarf, football, bicycle, book*.

Ask students to read and match the texts A–F with the correct picture.

Put them into pairs to compare their answers.

Check answers as a class.

Elicit ways of expressing likes and write the phrases on the board:

*I love the fact that it is ...*

*I think it is the best present I have ever had.*

*I love it because ...*

*It's definitely the best present I've had because ...*

**Key** A: scarf B: football C: boots D: self-help book  
E: bracelet F: bicycle

## Speaking | page 109

1 Tell students that they are going to talk about their favourite object.

Ask them to make notes under the prompts. Remind them of the expressions that were highlighted in the Reading section.

2 Put students into pairs to ask and answer questions.

Elicit feedback.

### Exam information

In GESE and Trinity ISE I students have to talk about a prepared topic for up to 2 minutes. This requires them to give information and express opinions in a series of long turns.

## Language Review | page 110

### Grammar

1 Briefly review modals of deduction.

Direct students to the box and ask them which modals we use in these situations.

- we are sure or certain something is true (must)
- we are sure or certain that something is not true or impossible to believe (can't)
- we are not sure about something (could, may, might)

Put students into pairs to complete the sentences.

Elicit feedback.

During feedback, draw students attention to item 7 and explain that *could* cannot be used with *be able to*.

**Key** 1: can't 2: might/may 3: must 4: can't 5: must 6: can't  
7: might/may 8: can't

- 2 Direct students to the verbs in the box and quickly review the past simple and past participle forms of each one orally before writing them on the board:

buy	bought	bought
cost	cost	cost
lend	lent	lent
promise	promised	promised
order	ordered	ordered
pass	passed	passed
show	showed	shown

Ask them to look at the board and ask these questions:

- Which verbs are regular? (promise, order, pass)
- Which verb does not change its form? (cost)

Put them into pairs to complete the sentences. Make sure that they read the words before and after each gap carefully so that they choose the correct form.

Check answers as a class.

Refer students back to the completed sentences and ask these questions.

- Is *offer* followed by *-ing* or *to?* (to)
- Is *Would you mind* followed by *-ing* or *to?* (-ing)

Key 1: pass 2: lend 3: showing 4: buy 5: ordered  
6: promise 7: cost

## Vocabulary

- 3 Ask students to brainstorm as many compound nouns as they can remember from the unit.

Give them prompts if necessary, e.g. *shopping, phone, department*.

Ask them to work individually to choose the correct alternative.

Put them into pairs to check their answers.

Elicit feedback.

Key 1: credit 2: list 3: shopping centre 4: Convenience  
5: assistants 6: balance 7: department

- 4 Ask students for words they remember relating to computers.

Put them into pairs to complete the sentences.

Check answers as a class.

Key a: 3 b: 4 c: 1 d: 6 e: 5 f: 2

- 5 Write these sentences on the board and ask students to complete them using one word.

1 I am writing to complain \_\_\_\_\_ this kettle. (about)

2 Can you tell \_\_\_\_\_ where the food hall is? (me)

3 Would you \_\_\_\_\_ showing me the pink top? (mind)

4 I promise \_\_\_\_\_ buy it for you! (to)

5 He borrowed ten pounds \_\_\_\_\_ me. (from)

Put students into pairs to find the mistakes and correct them.

Check answers and ask the pairs to write the correct answers on the board.

- Key 1: I wrote to complain ~~at~~ **about** the DVD player I ordered because it doesn't work.  
2: I asked the shop assistant ~~of~~ **for** a refund on the item I bought.  
3: I can order a replacement ~~about~~ **for** you if you want, madam.  
4: The shop promised **to** send me a new MP3 player by post but it never arrived.  
5: Would you mind ~~show~~ **showing** me the machine on the very top shelf, please?  
6: Could you tell ~~to~~ me where the electrical department is?  
7: She ~~lent~~ **borrowed** money from me but she never gave it back!  
8: He's very ~~badly~~ **well** off – in fact he's loaded!

### Preview

**Vocabulary:** performing arts

**Grammar:** *-ed/-ing* adjectives; reason/result markers

**Reading:** multiple matching (PET Part 2); multiple choice (PET Part 4)

**Listening:** gap fill (PET Part 3);

**Speaking:** describing a picture (PET Part 2); extended speaking (Trinity ISE/GESE; SFL); inviting and accepting/refusing; 'managing' a conversation

**Pronunciation:** intonation to express enthusiasm and to sound polite

**Writing:** an email (PET Part 2; Trinity ISE correspondence; SFL); a description of an event (PET Part 3; Trinity ISE I creative writing)

### Introduction | page 111

#### 1 Either

Put students into pairs. Ask them to take it in turn to describe one of the photos in detail.

Ask students to describe the photos previously described by their partner. They should try to add a little more detail to what they heard.

Or (if you want to give students specifically exam-related practice)

Put students into pairs. One should be the examiner and one the candidate.

Ask the examiner to choose one of the photos and ask the candidate to describe it. The examiner should listen carefully and give the candidate some feedback at the end, using these criteria:

- Did they describe everything shown in the picture?
- Did they try to explain things they didn't know the word for?  
Eg. *This is a kind of ...*
- Did they give opinions about what they could see?  
Eg. *Perhaps she is .../He looks ...*

Students then swap roles.

They can then repeat the process with two different pictures.

### Exam information

In PET Speaking Part 3 students will be expected to talk for between 45 seconds and 1 minute about their photo.

**2 R.39** ▶ Tell students that they are going to listen to four people describing their experiences at the events in the photos. Note that they are not actually describing the photos.

Play the recording and ask them to listen and match what they hear with the pictures and identify which photo is **not** mentioned.

Check answers in pairs and as a class.

#### R.39

1

It's the biggest party on the planet! There's nothing like it. It is definitely one thing you must experience before you die and do it while you're young! Either on the famous Copacabana or Ipanema beaches – or even in the suburbs – there is so much great stuff going on. Visiting Rio during Carnival was one of the most thrilling experiences of my life.

2

What an amazing experience! Completely different from any other wedding I've attended. The bride arrived in a scarlet sari wearing rings in her nose and flowers in her hair. A Hindu ceremony lasts for about three hours and it was fascinating to watch the many rituals performed, for example when the bride and groom walk seven times around the holy fire.

3

Italy beat France last night in a very close game to win the World Cup. I was really excited to be here in Rome. We walked around shortly after 8.00 and the streets were empty. Everyone seemed to be watching the game. Bars had TVs outside and were packed with cheering fans. When the game finished, the place just exploded. To be honest, I was terrified! People drove round and round honking horns and shouting and cheering. It was so noisy that we didn't get any sleep that night, which was a bit annoying.

4

I was lucky enough to be invited to try and host a ceremony. First, I was wrapped in three layers of cloth and silk and the traditional white make up was put on. It felt very different from my usual jeans and T-shirt. I knelt down and placed my fan in front of me, but after a while I was so uncomfortable that I stretched out my feet and knocked over the teapot. I was really embarrassed. I had never imagined it could be so complicated to make a cup of tea!

Key

1: a – carnival 2: e – Hindu wedding 3: c – World Cup  
4: b – Japanese tea ceremony d – music festival is not described

**3** Put students into pairs and ask them to discuss which event they would most or least like to attend and to say why.

Briefly feed back as a class.

**4** Ask students to decide together which words could be used to describe the events in the photos. Note that more than one word is possible in most cases.

Key

a: celebration, festival, party b: ceremony c: celebration, party  
d: festival e: ceremony, celebration, party

#### Exam reviser p13 13.1

Ask students to answer the question in the Exam Reviser. These words are often confused and the activity in the Exam Reviser should help students to clarify the exact meaning and usage.

**5** Ask students to think of a celebration, etc. that they have been to and give them 3–4 minutes to make notes under the headings.

Remind them that they do not need to write full sentences.



- 6 Put students into pairs and ask them to take it in turn to listen to each other talk for 1–2 minutes.  
When each student has finished, the listener should ask a few questions and answer a question from the speaker.

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## Grammar | page 112

- 1 R.39 Look at the adjectives in the box and check students understand the basic meaning of each pair.

Do not explain the difference between *-ed* and *-ing* at this stage as it will be exemplified in the recording.

Play the recording again and ask students to identify which of the words in the box they hear.

Note that the two forms may sound quite similar to students, so let them check in pairs before playing the recording again if necessary.

Key thrilling, amazing, fascinating, excited, terrified, annoying, embarrassed

- 2 Put students into pairs to answer the questions.  
If they find this difficult, let them look at the audioscript on pages 148–149.  
Early finishers may check their ideas against the grammar reference on page 160.  
Check answers as a class.

Key All the *-ing* adjectives (present participles) describe the events.  
The *-ed* adjectives (past participles) describe people's feelings.

- 3 Look at the title of the text and check students understand *surprise*. Ask if any of them have ever had a surprise birthday party – how did/would they feel about it?  
Ask them to read the text quickly, without filling in the gaps at this stage, to find out how the author felt about it (surprised, a bit embarrassed but basically pleased).  
Ask students to complete the gaps using the correct form of the adjectives.  
Let them check in pairs before checking answers as a class.

Key 1: amazing 2: confusing 3: relaxing 4: annoyed 5: interesting  
6: boring 7: surprised 8: embarrassed

- 4 Give an example for the first pair of sentences then ask students to complete them in ways that are true for them.  
Monitor to check that students are using the adjectives correctly.
- 5 Let students compare their answers together.  
When they have finished, ask if they discovered anything interesting or surprising about their partner.

## Optional extra 5–10 minutes

*-ing* forms are used to express different functions while the form remains the same. The fact that there are different functions of the *-ing* form is potentially confusing for students.

Ask students to look at the audioscript for recording 39 and underline all the words they can find which end in *-ing*. Then ask them to discuss whether they are functioning as nouns, verbs or adjectives.

E.g. Visiting (a gerund, acting as a noun) Rio during Carnival was one of the most thrilling (adjective) experiences of my life.

People drove round and round honking horns and shouting and cheering (reduced verb forms). It was so noisy that we didn't get any sleep that night, which was a bit annoying (adjective).

Put students into pairs to compare their answers before going through them as a class.

workbook p78 Exs 1–3

## Functions | page 112

- 1 Check that students can identify which phrases are inviting, accepting and refusing.  
Put them into pairs and ask them to discuss which they feel are more or less formal.  
Feed back as a class.

### More formal:

Would you like to ...?

Thank you, I'd love to.

That's very kind of you, but I'm afraid I won't be able to.

### Less formal:

Do you want to come to ...?

Yes, that'd be great. Thanks.

Sorry, I can't. I've got to ...

- 2 R.40 Tell students that they are going to listen to four people inviting and accepting invitations.

Play the recording and ask them to identify which ones sound more enthusiastic.

Check answers as a class.

Ask students to identify the stressed words in each enthusiastic response.

E.g. Yes, that'd be great. Thanks. Thank you, I'd love to.

Demonstrate how each stressed word starts high, then falls before rising a little at the end (a fall-rise intonation).

Model and drill the enthusiastic responses, using the recording if you wish.

## R.40

- 1  
A: Do you want to see a film tonight?  
B: Yes, that'd be great. Thanks.
- 2  
A: Do you want to go out for a pizza?  
B: Yes, that'd be great. Thanks.
- 3  
A: Would you like to come to dinner?  
B: Thank you, I'd love to.
- 4  
A: Would you like to go out some time?  
B: Thank you, I'd love to.

**Key** Items 2 and 3 sound more enthusiastic.

### Teaching Tip

When you work on intonation, it is always helpful to identify where the main stress in each phrase falls. This is called the 'tonic syllable' and it is where the pitch change will start.

- (3) Put students into pairs and tell them that they are going to take it in turn to invite and accept/refuse invitations.

Explain that they will be pretending to be different people so that they can practise both formal and informal ways of doing this. Give them a situation, e.g. inviting your boss to dinner at your house.

Ask what they would say and what the boss might say and write it up on the board.

Ask the students to turn to their different pages and carry out each role play.

Remind them to sound enthusiastic if they are accepting.

**EXAM REVISER** p21

Ask students to complete the dialogues in their Exam Reviser with suitable responses.

They should try to do this from memory then check what they have written against the language given on page 112.

## Listening | page 112

- (1) Ask students what they think the photo shows (a party).

Ask them to discuss the questions in groups.

Briefly feed back as a class.

- (2) **R.41** Ask students if they know what an *ice-breaker* is (something, often a game, that helps people get to know each other).

Tell them that they are going to listen to Claire, a professional party organiser, describing some ice-breakers.

Ask them to read through the text first and guess what kind of word they are listening for. E.g. 1 *must be a noun*, 2 *must be an adjective, probably a superlative*.

They can also start to think of possible answers.

Play the recording.

Let students check their answers in pairs and refer them to the skills box.

Play the recording again before checking answers as a class.

## R.41

If you're hosting a party or other event where there will be a lot of people who don't know each other, it might be a good idea to start off the event with an ice-breaker – some sort of game that will help to relax people and let them get to know each other. The first one is called Getting to Know You. What you do is to give everyone a question sheet when they arrive. This sheet will have about twenty questions. Some examples might be 'Who has the most children?' 'Who has the most brothers and sisters?' 'Who has the newest car?' Then everyone has to talk to each other in order to find the answers. They write in the name of who they think it is, then after a while you can read out the questions and see who has the most right answers. You could give that person a prize.

Or, if you fancy something a bit more light-hearted, you could play celebrity couples. When everyone arrives at the party, you stick the name of one half of a famous couple on their back – where they can't see it. You put the other half of the couple on someone else's back. Famous couples like John Lennon and Yoko Ono. The aim of the game is to first find out who you are and then find your partner. But you can only ask *yes/no* questions, for example, 'Am I a singer?'

Or the sweet game. Pass round a bag of sweets and tell people to take as many as they want – but not to eat them yet. Then tell them that they have to tell the group one thing about themselves for each sweet they have taken.

Or have a group scavenger hunt. Put everyone into teams and see which team can be the first to find a certain list of items. For example a coin with a particular date, a shoelace, a till receipt, a family photo, a bunch of keys. This is fun and challenging and you can add some silly items too if you like – like two people with their shoelaces tied together.

**Key** 1: question sheet 2: newest 3: back 4: yes/no 5: coin  
6: tied together

- (3) Put students into groups to discuss the questions.  
Briefly feed back as a class.

### Optional extra 15–20 minutes

Try playing the celebrity couples game. See recording 41 for the details of how to play.

### Optional extra 10 minutes

If appropriate for your students, ask them if they know what a 'chat-up line' is (something you say if you want to start a conversation with someone you don't know, but find attractive).

Write these examples of chat-up lines on the board:

- If I could rearrange the alphabet I'd put U and I together.
- Do you know how much a polar bear weighs? Neither do I, but it broke the ice.
- I've lost my phone number – can I have yours?
- Do you believe in love at first sight ... or shall I walk past again?

Ask students to discuss these questions:

- Can you give any other examples of chat-up lines?
- Do you ever use chat-up lines? Why/Why not?
- Would you talk to someone who used one on you? Why/Why not?

## Vocabulary | page 113

- 1** Ask students to read the dictionary definitions of *festival* and then to read the text about the Edinburgh Festival and say which type of festival it is.  
Feed back as a class.

Key Definition 1

- 2** Ask students what they think the photos show (a classical concert and a piece of theatre).  
Establish that these are performing arts then ask students to look through the text again and underline all the different performing arts mentioned.  
Feed back as a class and check understanding by asking if painting is a performing art (no).  
Write the performing arts given across the board so that you can later list related words in columns underneath.

Key drama, opera, dance, music, comedy

- 3** Either  
Put students into pairs to decide which performing arts they associate with each of the words in the box.  
Do not explain the words at this stage, but let students pool their knowledge.  
Note that some may be associated with more than one performing art, e.g. *stage*.  
Or (if you want to give some spelling practice)  
Ask students to write the performing arts words across the top of their pages as you have done on the board.  
Dictate the words in the box to the students. As they hear each word, they should write it down in an appropriate column.  
Explain that sometimes more than one column may be possible but they can choose any which is appropriate.  
Let students check their answers and spelling in pairs.

**Drama:** actor, audience, classical, interval, stage, venue

**Opera:** audience, interval, orchestra, stage, venue

**Dance:** audience, ballet, classical, interval, orchestra, venue

**Music:** audience, band, classical, interval, orchestra, rock, stage, venue

**Comedy:** audience, comedian, interval, stand-up, sketch, venue

exam reviser p13 13.2

Ask students to check their answers (and spelling if appropriate) by referring to the Exam Reviser.

premium plus 50

- 4** Ask students to complete the texts using an appropriate word from the box in Exercise 3.  
Remind them to read each text before they start trying to complete it.  
Let students check in pairs before checking answers as a class.

Key 1: play 2: actor 3: audience 4: classical 5: concert  
6: orchestra 7: concerts 8: venues 9: stage

### Optional extra 5–10 minutes

Write these questions on the board:

- What kind of performing arts do you prefer?
- What was the last performance that you saw? (live or on television)
- Have you ever been to a music or arts festival? What was it like?

Put students into small groups to discuss the questions.

Briefly feed back as a class.

### Vocabulary development

Copy this table onto the board:

classical	comedian
stand-up	composer
rock	band
comedy	sketch
dance	show
folk	company
one-man	music

Put students into pairs and ask what compound words they can make using one word from the left-hand column and one word from the right-hand column.

#### Possible answers

classical composer, classical music, folk music  
stand-up comedian  
rock concert, rock band  
comedy sketch  
dance company, dance band  
one-man show

Go through suggestions as a class, checking understanding where necessary.

workbook p76–77 Exs 1–4

## Reading | page 114

- 1 Put students into pairs or small groups to read the descriptions of the different shows and discuss which they would like to see and why.

E.g. *I'd like to go and see the Marmalade Show. I like comedy.*

*I don't think I'd enjoy Eugene Onegin much, I'm not very keen on opera.*

Ask them to look at the short paragraphs about each person and underline the key ideas.

E.g. *Philippa often likes serious theatre, but tonight she wants to go and see something funny. However, she isn't very keen on stand-up comedians and she doesn't want a late night.*

Ask students to read through the descriptions again and find which show would best suit each person.

Check answers in pairs and then as a class, asking students to give reasons for their answers.

Key 1: The Marmalade Show 2: Tango Tango 3: Rite of Spring  
4: Antony and Cleopatra 5: The Good Woman of Szechuan

- 2 R.42 Tell students that they are going to listen to a group of people carrying out the same task that they have just done. They should listen and see if they have the same answers.

### R.42

- A: Well, George wants to see theatre or dance, so he could go and see the Brazilian dance group and Angela ...
- B: Sorry to interrupt, but you've forgotten that George doesn't finish work until six, so he'll have to go and see theatre. He could see *Antony and Cleopatra*, oh, no, he couldn't, could he? The Brecht then.
- C: Sorry, I don't follow. Why can't he go and see Shakespeare?
- B: Because it says here he doesn't like it.
- A: As I was saying, Angela wants to see some theatre, too. She likes Brecht ...
- B: Yes, but ...
- A: But the problem is she can't go to the Brecht because it starts at seven and she isn't free until nine.
- B: Yes, that's what I was about to say.
- C: So what you're saying is that George is going to the Brecht play and Angela will have to go and see the Shakespeare?
- A/B: Yes.
- C: So Marisa can go to *Tango Tango*.
- A: Yes, and so can Tim, can't he?
- B: Hang on – it says that Tim prefers classical music. I think he'd prefer to go to the Stravinsky concert.
- C: Yes, I think you're right. What about Philippa? She wants to see something funny. She could go and see *Funny Ha Ha*, that sounds good. Oh, but it's stand-up isn't it? Maybe ...
- A: Sorry, could you say that again?
- C: *Funny Ha Ha* is stand-up, so ...
- A: Oh, right ... What is stand-up?
- C: It's when one man or woman talks to the audience and says funny things. Philippa doesn't like it, so I think she'd prefer *The Marmalade Show*.

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## Functions | page 114

- 1 Explain what 'managing' a conversation means (helping it to run smoothly and work well through the things we say).  
Put students into pairs to match the phrases in the box with their functions.

Check answers as a class.

Key 1: b 2: d 3: c 4: a

### exam reviser p21

Ask students to complete the table in the Exam Reviser with the phrases in Exercise 1.

- 2 R.43 Explain that it is very important to keep the intonation polite, especially if you are taking the topic back or interrupting.  
Ask students to listen to the recording again and stop the CD player after each phrase (underlined in the audioscript above) so that students can repeat the intonation.

### Language note

The intonation needed is similar to that used to show enthusiasm or interest. It starts high and then falls before rising a little at the end (a 'fall-rise'). As politeness and enthusiasm are both important things to demonstrate, it is worth spending some time focusing on this pattern.

- 3 For this activity, it will be necessary to put students into groups. Ideally, there should be nine in each group, but groups can be smaller if necessary.  
Give each student in each group a number from 1–9. If there are fewer than nine students, give some students more than one number (though not sequential ones).

Tell them that you are going to dictate some sentences and they should write down the sentences with 'their' number.

- 1 The Swedish and Polish students don't like comedy.
- 2 The student wearing yellow went to see Shakespeare.
- 3 The students wearing blue and green are Polish and Danish.
- 4 The German student is called Karl.
- 5 Maria is Swedish.
- 6 Karl is wearing red.
- 7 Jan likes opera.
- 8 The Danish student is wearing blue.
- 9 Barbara isn't Danish.

Check that each student has written down their sentence(s).

Tell them that they are going to work in groups to find out the information asked for in the Coursebook. They will need to talk together about the clues that they have in order to solve the problem.

E.g. *It says here that the student wearing yellow went to see Shakespeare. Does anyone know who was wearing yellow?*

*Well, it says here that Karl is wearing red, so it can't be him ...*

Try to let the students solve the puzzle without your help. This way they will need to use more language to negotiate the task together.

To help them, you could copy this table onto the board with just the first column completed and suggest they use it to keep track of their answers.

show	name	colour	nationality
Antony and Cleopatra	Maria	yellow	Swedish
Funny Ha Ha	Karl	red	German
Oi	Barbara	green	Polish
Eugene Onegin	Jan	blue	Danish

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## Writing | page 115

- 1 Look at the exam question with the students. It is an example of a PET Writing, Part 2.

Ask them to underline the key points in the question.

Key points might include: it is an email to a friend (so quite informal); they have to suggest a festival or event, offer to go too, and suggest how to get there.

Ask students to look at the sample answer and see if it answers all the points.

Key It does not answer the third point.

### Exam Tip

Students often do not realise that they will lose significant marks for not including all the points. Make sure that they are aware of the importance of this.

- 2 Ask students to look at the email again to find an example of a suggestion and an offer.

Write their answers up on the board in two columns.

Key **Suggestion:** I think you should ...

**Offer:** Would you like me to ...

- 3 Put students into pairs to put the phrases 1–6 into the same columns.

Feed back onto the board.

Key 1: suggestion 2: suggestion 3: offer 4: suggestion  
5: suggestion 6: offer

exam reviser p26

Ask students to copy their answers into the table in the Exam Reviser.

- 4 Put students into pairs to discuss what special event or festival they might take an English friend to see.

Ask them to individually write their own answer to the question.

When they have finished, let them check each other's work.

Monitor and check and correct yourself while they are doing this.

Refer students to the skills box.

Write the functions given across the top of the board as column headings and ask each student to write down a suitable phrase for each one.

Tell them that they can look back at the Exam Reviser for help if they wish.

When they have finished, feed back onto the board, writing down suggestions in each column and correcting if necessary.

## Optional extra homework

Write this exam question on the board and ask students to do it for homework.

Your English friend wants to go and see a band with you tonight.

Write an email to your friend. In your email you should:

- suggest a good band to see
- offer to give them a lift
- suggest going for a meal before or after the concert.

Write 35–45 words.

### Model answer

Dear Karen,

Why don't we go and see the Revellers? I've heard they're really good.

The concert starts at 9.00, so we could go and have a pizza first.

I'll pick you up about 7.00

Let me know if that's OK,

Kaz

## Reading | page 115

- 1 Check students understand the meaning of *influential* (something or someone that can change the way people think and behave because they admire them or agree with their ideas).

Put students into pairs to discuss who they think are the most influential men and women in their country/countries and why.

Briefly feed back as a class.

- 2 Turn to page 116 and look at the photo with the students. Tell them that Meera Syal was recently voted 'the most influential black or Asian woman' by a British magazine. Ask students in what way(s) they think she might be influential.

Ask them to read the text quickly to check their predictions. Remind them that they do not need to understand everything at this stage.

Key She has written and performed extensively about the lives of Asian people in Britain, thereby raising their profile.

- 3 Turn back to page 115 and ask students to look at the questions.

Check they understand the necessary vocabulary, e.g. *persuade, award-winning, therapist, autobiographical*.

Ask them to read the text again more carefully to choose the correct option in each case.

If appropriate, remind them that this is an example of PET Reading, Part 4.

Let students check their answers in pairs before checking as a class.

Key 1: A 2: B 3: D 4: B 5: A

### Vocabulary development

Ask students to look through the text on page 116 again and find these attitude markers:

luckily oddly surprisingly not surprisingly

Tell them to use the context to work out what they mean.

#### Possible answers

*luckily* – happened because of good luck

*surprisingly* – not what we would expect to happen

*oddly* – similar to surprisingly but you can't quite believe it did happen

*not surprisingly* – very easy to understand or believe

Establish that *not surprisingly* can be used as the opposite of both *oddly* and *surprisingly* and ask students what could be the opposite of *luckily* (*unluckily* or *unfortunately*).

Ask students to complete these sentences with a suitable attitude marker:

1 She was very late for the interview and, \_\_\_\_\_, she didn't get the job. (not surprisingly)

2 Yesterday I locked myself out of my flat. \_\_\_\_\_, my neighbour has a spare key. (Luckily)

3 A man was offered two jobs. One was boring and badly paid, the other was really exciting and well paid. \_\_\_\_\_, he took the second one. (Not surprisingly)

4 A man was offered two jobs. One was boring and badly paid, the other was really exciting and well paid. \_\_\_\_\_, he took the first one. (Surprisingly/Oddly)

5 The restaurant was very busy so I had to share a table. \_\_\_\_\_, the other person at the table was an old friend from school. (Luckily/Surprisingly)

### Grammar | page 116

- 1 Write the example given on the board and ask students which sentence shows a reason, or why something happened, and which shows a result.

Key Result: Meera felt different.

Reason: She was the only Punjabi girl in the village.

- 2 Put students into pairs and ask them to look at the four sentences and say which are possible or which make sense. Ask them to refer to grammar reference page 160 if necessary. Check answers as a class.

Key 2 and 3 are possible

- 3 Using the correct sentences from Exercise 2 as your example, demonstrate how to combine the sentences in two different ways. *Because* should go before a reason and *so* before a result. Ask students to combine the sentences. Let them check in pairs before checking as a class.

1: Meera felt more determined because her mother nearly died. Her mother nearly died so Meera felt more determined.

2: Meera wanted to do some acting so she wrote a play for herself.

Meera wrote a play for herself because she wanted to do some acting.

Key 3: People didn't think Asians could be funny so they didn't like the idea for *Goodness Gracious Me*.

People didn't like the idea for *Goodness Gracious Me* because they didn't think Asians could be funny.

4: Chameli is proud to be Indian because everyone is interested in Indian culture.

Everyone is interested in Indian culture so Chameli is proud to be Indian.

WORKBOOK p80 Exs 1-4

### Writing | page 117

- 1 Remind students that *Anita and Me* is the title of one of Meera Syal's books, which was also made into a film.

Ask them how they would feel if they were at a family party and they were asked to sing.

Tell them to read the text quickly to find out how Meera felt.

If you think that your students may need a little more support in understanding the text, set these additional questions.

1 Why does Meera know that it is pointless to say no to her father?

(Because he will think that she is refusing in order to appear polite or modest, rather than that she really doesn't want to.)

2 Why did the aunties laugh at her singing?

(Because she was singing in Punjabi but with a British accent.)

3 What do you think the family thought about Meera's choice of song?

(They were probably a bit shocked.)

- 2 Check students understand the meaning of *culture* (the ideas, way or life or traditions of a particular society).

Put them into small groups and ask them to discuss the questions.

Feed back as a class.

### Optional extra 5 minutes

If you have a group of ESOL students, you could also ask them to discuss what cultural differences they first noticed when they came to this country.

#### 3 Either

Ask students to think about a memorable family party or occasion they have attended (a birthday party, a wedding, an anniversary) and decide individually which adjectives they would use to describe it.

Ask them to write five sentences about the occasion using the adjectives in either the *-ing* or the *-ed* form.

Or (if the topic of family is not appropriate)

Put students into pairs to decide which adjectives could be used to describe Meera's family party. They should think about it from the point of view of the different people present: Meera, her father, her mother, Auntie Shaila.

Ask them to write five sentences about the party, using the adjectives in either the *-ing* or the *-ed* form.

E.g. *Meera's mother was really embarrassed when Meera tore her trousers.*

#### 4 Ask students to look at the sample answer and divide it into three paragraphs. Remind them that each paragraph will centre around a different topic.

In feedback, ask students to summarise the topic of each of the paragraphs.

##### Possible summaries

Preparing for the wedding

The wedding ceremony

After the wedding

##### Paragraph 1:

*Last year I went to my sister, Julie's wedding ...*

##### Paragraph 2:

*Finally, she was ready and we set off...*

##### Paragraph 3:

*It was a lovely ceremony ...*

#### 5 Look at the first example and elicit some suitable answers.

E.g. *It was really disappointing./We all felt really disappointed.*

Ask students to add some more sentences, using the adjectives in brackets.

Let them check in pairs before getting a few examples from the class.

##### Possible additions

She was so disappointed/It was so disappointing.

I was really bored/It was really boring.

She was very moved/It was very moving.

I was so embarrassed/It was so embarrassing.

### Optional extra 5–10 minutes

For extra practice of reason and result markers, ask students to join these sentences together using *because* and *so*.

1 It took hours for her to get ready. I was bored.

2 The weather was beautiful. Julie was very happy.

3 It was a very moving ceremony. Mum cried.

4 Dad wasn't a good dancer. It was embarrassing to watch.

Check answers in pairs and as a class.

#### 6 Tell students that they are going to write about a special occasion or event. This could be the event they focused on in Exercise 3 or a festival of some sort.

They should write 3–4 paragraphs. Ask them to start by thinking what they will put in each one.

Ask them to write a first draft.

When they have finished, ask them to check their work in pairs and suggest to each other where a few more adjectives could be inserted.

### Exam information

This is an example of Trinity ISE (descriptive writing). Candidates are specifically expected to use descriptive language to add interest such as adjectives and adverbs. It is also representative of a PET Writing task, Part 3.

## Language Review | page 118

### Grammar

#### 1 Look at the first example and check students understand the difference in meaning (*annoyed* describes how the audience felt, while *annoying* would describe the effect the audience had on others).

Ask them to choose the best alternative in the remaining sentences.

Check answers in pairs and as a class.

Key 1: annoyed 2: thrilled 3: amazing 4: surprising 5: exciting  
6: embarrassing 7: confused 8: interesting

#### 2 Look at the first sentence with students. Remind them that for verbs ending in *-e*, they will need to remove the *-e* to make the *-ing* form.

Ask them to choose the best alternative in the remaining sentences.

Check answers in pairs and as a class.

Key 1: fascinating 2: surprised 3: boring 4: amazing  
5: annoyed 6: interesting

### Optional extra 10 minutes

Write the adjectives from Exercises 1 and 2 on separate slips of paper. (You could ask an early finisher to do this or to help you do it.) There should be a mixture of *-ing* and *-ed* forms.

Put students into teams of 3–4. Each team should send a team member to the front to collect one of the slips. They bring it back and the team have to work together to write a sentence using it.

When they have finished (and not before!) they can send someone to go and fetch another slip. They keep the slips they have written sentences for.

When all the slips have gone, the teams pass their sentences for marking to the next team. They receive one point for each sentence which correctly uses the adjective. Other small mistakes do not affect the score.

#### Teaching Tip

It is a good idea to plan something for early finishers to do. They can:

- help you set up the next activity or clean the board.
- write a couple of extra questions for the reading text they have just read or grammar exercise type questions of the type they have just done. These can then be swapped with other early finishers.
- choose 3–4 unknown words in a text they have just read and look them up in a dictionary.
- look through their Exam Reviser and test themselves on language from previous units or test each other in pairs.

- 3 Look at the first sentence with students and ask them if *I left before the end* is a result or a reason. Elicit that as it is a result, they should use *so*.

Ask them to choose the best alternative in the remaining sentences.

Check answers in pairs and as a class.

Key 1: so 2: because 3: so 4: because 5: so 6: so  
7: because 8: because 9: because

### Optional extra 5–10 minutes

Ask students to rewrite all the sentences in Exercise 3, using *because* instead of *so* or *vice versa*.

E.g. *I left before the end because the concert was very boring.*

- 4 Tell students that there is a mistake in each sentence. Make sure they understand that the mistakes are not necessarily just with *-ed/-ing* or *so* and *because*.

Ask them to find the mistakes and to correct them.

Check answers in pairs and as a class.

Key

- 1: The singer was ~~amazed~~ **amazing**. In fact, she looked like she was floating on air.  
2: My favourite book is ~~the~~ **Emma**. I really like the main character.  
3: The ~~comedian~~ **orchestra** was very good, especially the lead violinist.  
4: How about ~~go~~ **going** to the cinema this weekend? *Lost in Translation* is on.  
5: The concert was so ~~interesting~~ **boring** that we left before the interval.  
6: This play is excellent ~~because~~ **so** it will be difficult to get tickets.  
7: Very few people attended the festival ~~so~~ **because** the weather was bad.  
8: It was ~~embarrassed~~ **embarrassing** to watch the comedian on stage because his jokes were so bad.

## Vocabulary

- 5 Ask students to match the words with the definitions. Check answers in pairs, then as a class, making sure that they can also pronounce the words correctly.

Key 1: actor 2: comedian 3: orchestra 4: interval 5: stage  
6: audience 7: venue 8: concert 9: ballet 10: play

### Optional extra 5–10 minutes

Put students into pairs and ask them to think of categories they could use to group the words in Exercise 5. They can use any criteria they like. E.g. *comedian, actor* – performers; *orchestra, audience* – groups of people; *interval, audience, orchestra* – all have the same stress pattern.



# Recipe for success

Premium | Unit 14

## Preview

**Vocabulary:** food; cooking; spelling rules

**Grammar:** the passive; relative pronouns; *too/enough*

**Reading:** prediction; reading for specific information (scanning); True/False (PET Part 3); multiple choice (PET Part 1)

**Listening:** True/False (PET part 4)

**Speaking:** describing/explaining something (PET Part 3) (Trinity ISE/GESE); restaurant language; extended speaking (Trinity ISE/GESE)

**Writing:** a restaurant review (ISE I Part 2); sentence transformations (PET Part 1); planning your work; note taking

**Additional materials:** recipe cards or pictures of dishes

## Introduction | page 119

- 1 Ask students to focus on the title of the unit and the five photos and elicit words they know. Write these prompts on the board if necessary: *Fruit, Vegetables, Dried food.*

Ask students how they feel about the foods in the photos.

Ask them to read the interviews with British people and underline the foods they mention.

Ask them to compare these diets with the foods they usually eat themselves.

Elicit feedback.

- 2 Put students into pairs to discuss the questions.  
End the discussion by asking students if they *live to eat* or *eat to live* and which question on the list this expression might relate to (the first one).

## Reading | page 120

- 1 Ask students to look at the photos and elicit the names of the dishes: *curry, pizza, roast beef.*

Elicit more examples of British food they know such as *fish and chips.*

Tell them to read the text as quickly as they can to check their guesses.

- 2 Ask students what dishes mentioned in the text and put the names on the board:

- Chicken Tikka Masala
- Thai Green Curry
- Fish and Chips
- Pizza
- Spaghetti Bolognese
- Roast Beef and Yorkshire Pudding

Ask them to name the dishes in the photos with the names of the dishes (from left to right: chicken tikka masala, pizza, roast beef).

Put students into pairs to discuss which of the dishes they would most like to eat and least like to eat.

Elicit feedback and end the discussion by taking a class vote on the most popular and least popular dish.

- 3 Direct students to the questions and ask *Which four dishes are mentioned in the questions?* (pizza, chicken tikka masala, fish and chips, roast beef and Yorkshire pudding)

Ask them to refer to the text, underline the dishes and match the dishes to the correct paragraph.

Ask students to read the relevant paragraphs and answer questions 3, 4, 5 and 7.

Put them into pairs to compare their answers.

Refer students back to the questions 1, 2 and 6 and ask them to underline the key words.

Put them into pairs to compare their key words.

Ask them to locate the key words in the text and answer the questions.

Put them into pairs to compare their answers.

Check answers to all the questions as a class.

Ask students to read the information in the skills box and remind them that it is a helpful strategy to underline key words in the questions and in the text when they are answering comprehension questions.

1: Thai green curry

2: chicken tikka masala, pizza, roast beef and Yorkshire pudding

3: sweetcorn and tuna

4: 23 million

5: Fridays

6: chicken tikka masala

7: Sundays

### Teaching Tip

Use different ways of reading texts. Comprehension questions do not have to be answered in the order they are given. You can change the order to raise their awareness of different reading strategies.

- 4 Put students into pairs to discuss the questions.  
Elicit feedback.

- 5 R.44 Direct students to the words in the box and put these stress patterns on the board:

0o o0o 0oo

Play the recording and ask students to group them under the correct heading.

Check answers as a class.

Ask students to practise saying the words.

0o salad, chocolate, curry, coffee

o0o banana

0oo cheeseburger

## Vocabulary | page 121

- 1 Write the headings in the box on the board and ask students to make a note of as many words as they can remember from the text for each heading.

Put them into pairs to find more examples for each heading.

Check answers and ask students to write the words on the board under the correct heading.

**Fruit and vegetables:** tomato, sweetcorn

**Meat and fish:** chicken, roast beef, cod, tuna

**Dishes:** chicken tikka masala, curry, roast beef and yorkshire pudding, fish and chips, pizza, spaghetti Bolognese, Thai green curry

**Herbs and spices:** curry, lime leaves

**Other food:** sauce, eggs, flour, milk, chips, bread, cheese, pasta (tagliatelli/spaghetti), coconut milk, sandwiches, rice

Key

exam reviser p14 14.1

Ask students to put the words for food under the correct headings in the table in their Exam Reviser.

Tell them to look at the words in the box and put them under the correct headings in the table.

### Optional extra 10 minutes

Write these gapped words on the board and ask students to identify the food items in pairs.

- 1 b \_ t \_ e \_ (butter)
- 2 c \_ u \_ i \_ l \_ w \_ r (cauliflower)
- 3 c \_ l \_ r \_ (celery)
- 4 c \_ d (cod)
- 5 d \_ c \_ (duck)
- 6 j \_ m (jam)
- 7 l \_ t \_ u \_ e (lettuce)
- 8 p \_ a \_ c \_ (plaice)
- 9 r \_ i \_ i \_ (raisin)
- 10 s \_ u \_ a \_ e (sausage)
- 11 s \_ r \_ w \_ e \_ r \_ t \_ r \_ (strawberry tart)
- 12 c \_ r \_ o \_ and o \_ a \_ g \_ s \_ u \_ (carrot and orange soup)
- 13 v \_ n \_ l \_ a (vanilla)

Ask students to group the words under the correct headings in the table in their Exam Reviser.

Check answers as a class.

#### Answers

**Fruit/Vegetables:** cauliflower, celery, lettuce

**Meat/Fish:** cod, duck, plaice, sausage

**Dishes:** strawberry tart, carrot and orange soup

**Herbs/Spices:** vanilla

**Other food:** butter, jam, raisin

#### Teaching Tip

Aim for variety when approaching vocabulary activities. For example, presenting your students with incomplete words can help raise their awareness of spelling rules and develop their dictionary skills.

- 2 R.45 Direct students to the pictures and ask them to work in pairs to write down the names of each food item.

Play the recording for students to check their answers.

Check answers as a class.

#### R.45

1 cake 2 carrot 3 grape 4 potatoes 5 kebab 6 pastry 7 coconut 8 lamb

#### Vocabulary development

Write these headings on the board: *Sweet, Cheese*.

Ask students to group these words under the correct heading to make collocations:

tooth chestnut board trolley burgers cake  
knife potato

#### Answers

sweet tooth, sweet chestnut, cheese board, sweet trolley, cheese burger, cheese cake, cheese knife, sweet potato

Ask them to match the correct collocations with these definitions:

**1:** a small item of cutlery which has a curved blade that ends in two sharp points which is used to cut and pick up a piece of cheese (cheese knife)

**2:** a phrase used to describe someone who likes food containing sugar such as chocolate and ice cream (sweet tooth)

**3:** a board on which several different types of cheese are arranged for you to choose at the end of a meal (cheese board)

**4:** meat that has been cut into very small pieces, pressed into a round flat shape and cooked, which is eaten between two halves of a small loaf of bread with a slice of melted cheese (cheese burger)

**5:** a small vehicle with four wheels that is used to display desserts for customers to choose from in a restaurant (sweet trolley)

**6:** a large tree with leaves divided into five parts and large round nuts that are cooked and eaten hot (sweet chestnut)

**7:** a cake made from a layer of biscuit or a sweet base, covered in soft cheese, eggs, sugar and sometimes fruit (cheese cake)

**8:** a pinkish brown or orange coloured vegetable with yellow flesh (sweet potato)

Ask students to make sentences with the collocations.

- 3 Direct students to the spelling rules in the vocabulary note. Ask them to read the rules and check their spelling. Ask students to write the correct spelling of the words on the board.

1: cake, grape 2: potatoes 3: kebab, coconut 4: lamb 5: pastry

### Optional extra 10 minutes

Dictate these words:

cheese honey hungry knife plate rice slice  
raspberry taste tomatoes turkey vegetable  
mangoes fruit

Put students into pairs to compare their spellings.

Write the words on the board and ask students to match each word to the rules in the vocabulary spelling box.

#### Answers

Rule 1: rice, plate, slice, taste, cheese

Rule 2: tomatoes, mangoes

Rule 3: knife

Rule 4: vegetable, fruit

Rule 5: hungry, honey, raspberry, turkey

- 4 Put students into pairs, As and Bs. Ask Student As to turn to page 173 and read out the list of words for Student Bs to write down. When they have done this and checked the spellings, ask Student Bs to dictate the words on page 174 to the Student As.

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- 5 R.46 Ask students to listen to the recording and write the words they hear.

Put them into pairs to check their spellings.

Check answers as a class.

Check students understand of the words and provide with further pronunciation practice by asking:

- Which word do you eat at the end of a meal? (dessert)
- Which word do you eat for breakfast? (cereal)
- Which word might contain fillings like cheese, ham or tuna? (sandwich)
- Which word contains a lot of sugar and is often eaten as a snack with tea or coffee? (biscuit)
- Which word is a vegetable which can be white or red? (onion)
- Which word gives you instructions on how to make a dish? (recipe)
- Which word are the food items that are used to make a dish? (ingredients)

#### R.46

1 sandwich 2 biscuit 3 dessert 4 ingredients 5 recipe 6 vegetable 7 onion 8 cereal

- 6 Elicit ways in which students remember how to spell words, e.g. writing the word down several times.

Brainstorm different strategies for remembering spellings and put them on the board.

Ask students to write down any words on the page that they would like to remember.

#### Learning Tip

Ask students to compare their strategies with the ones in the learning tip.

Ask which strategies they have tried, which ones they would like to try and which ones they think are the most effective/least effective for them.

workbook

p86 | Ex 1

## Grammar | page 121

- 1 Ask students to recall the names of the dishes in the reading text and write them on the board, e.g. *fish and chips*, *roast beef and Yorkshire pudding*, *pizza*, *chicken tikka masala*, *spaghetti Bolognese*, *Thai green curry*.

Direct them to the sentences and ask them to read the sentences and match them to the dishes on the board.

Put them into pairs to compare their answers.

Check answers as a class.

Direct students back to the sentences and ask them to focus on the verbs in *italics*. Elicit the form (*be* + past participle).

Ask them how the present passive is formed (*is/are* + past participle) and elicit how the past passive is formed (*was/were* + past participle).

While students read the grammar information in the box, write these statements on the board:

We generally use the passive:

- to talk about *events/people* (people).
- when the action is *more/less* important than the person who does it (less).
- when we *know/don't know* who does the action (don't know).

Ask students to read the sentences carefully and choose the correct alternatives.

Refer them to the grammar reference on page 160 if necessary.

All the verbs in *italics* have a passive construction.

1: *chicken tikka masala*

2: *chicken tikka masala*

3: *fish and chips*

4: *fish and chips*

5: *pizza*

6: *Thai green curry*

Key

### Optional extra 10 minutes

Direct students back to the text on page 120 and ask them to underline more examples of the passive form.

#### Possible answers

- 1: ... it is made with meat, chicken, fish ... (paragraph 3)
- 2: ... pizza is often bought frozen from supermarkets ... (paragraph 5)
- 3: ... it is usually served with tagliatelli ... (paragraph 6)
- 4: ... it is often called 'spag bol' ... (paragraph 6)
- 5: It ... is usually only served on Sundays. (paragraph 7)

- 2** Direct students to the sentences in Exercise 1 and ask them to match them with the use in A and the use in B.  
Ask them which questions contain examples of present and past passive.  
Direct students to the grammar note relating to relative pronouns. Explain that in passive sentences it is possible to leave out a relative pronoun and verb *be*.  
Check answers as a class.

**Key** 1: A: 1, 4, 5, 6; B: 2, 3  
2: Present passive: 1, 4, 5, 6; Past passive: 2, 3

### Optional extra 10–15 minutes

Write these statements on the board:

- 1 It is a dish usually bought frozen from supermarkets.
- 2 It is a dish made with either meat or vegetables and eaten with rice.
- 3 It is a dish made with eggs and flour cooked in the oven.

Refer students back to the text on page 120 and ask them to identify the dish in each sentence.

Put them into pairs to compare their answers.

Check answers.

#### Answers

- 1: pizza 2: Thai green curry 3: Yorkshire pudding

Ask students to look again at the statements and add the missing relative pronoun and verb *be*.

#### Answers

- 1: It is a dish **which** is usually bought frozen from supermarkets.
- 2: It is a dish **which** is made with either meat or vegetables and eaten with rice.
- 3: It is a dish made with eggs and flour **which** is cooked in the oven.

- 3** Ask students to look at the photo and elicit information about the dish. Explain that they are going to read a description of how to make pierogi, a Polish dish.

Ask them to look at the pictures and answer these questions before they read:

- 1 What are the ingredients? (flour, egg and sour cream)
- 2 What are the most popular fillings? (potato and cheese)
- 3 What do you serve them with? (fried onions)

Ask them to read the text as quickly as possible and answer the questions.

Check answers as a class.

Ask students to recall how the passive is formed (appropriate form of *be* + past participle).

Put them into pairs to complete the text.

Elicit feedback and get students to write the correct forms on the board.

**Key** 1: is made 2: is mixed 3: is/are filled 4: is put 5: are folded  
6: are boiled 7: are fried

- 4** Ask students to look at the sentences and decide which ones emphasise an action and which ones emphasise a person/thing. Ask them to put A for action or P for person next to each one.

#### Answers

- 1: A 2: P 3: P 4: P 5: A

Ask them these questions:

- 1 Which questions refer to the present? (4)
  - 2 Which questions refer to the past? (1, 2, 3, 5)
- Put students into pairs to complete the sentences.  
Check answers as a class.

**Key** 1: recommended the restaurant 2: is served 3: was offered  
4: are made 5: invented Bolognese sauce

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workbook p84 Exs 1–6

## Vocabulary | page 122

- 1** Ask students what they remember about pierogi and the method of cooking involved (they are boiled and then fried).  
Brainstorm other ways of cooking.

Direct students to the dictionary entries and ask them to read the definitions.

Check understanding by asking these questions:

- 1 Which two ways of cooking require the use of water? (steam, boil)
- 2 Which two ways of cooking require the use of oil? (fry, sauté)
- 3 Which two ways of cooking require no oil? (grill, bake)

**Exam reviser** p14 14.2

Ask students these questions:

1 Which ways of cooking are done on the top part of an oven? (boil, steam, grill, sauté, fry)

2 Which way of cooking is done using the bottom part of an oven? (bake)

Ask students to complete the table in the Exam Reviser with examples for each cooking method.

Put students into pairs or groups to compare their ideas.

**2** Direct students to the words in the box.

Put them into pairs to discuss the differences between them.

Ask them to use their dictionary to check the differences.

Elicit feedback.

Check understanding by asking these questions:

1 Do you mix solid food or liquids?

2 What kind of solid food can you mix in a salad?

3 Do you beat eggs or stir eggs to make an omelette?

4 Do you chop vegetables or bread?

5 Which involves cutting into smaller pieces? Chopping or slicing?

6 Do you peel cheese or fruit?

**Answers**

1: solid 2: lettuce, olives, tomatoes, cucumbers, etc. 3: beat  
4: vegetables 5: chopping 6: fruit

*mix* – combine different foods together

*stir* – move a spoon around

*beat* – mix food together quickly, often using a fork

*chop* – cut into pieces

*slice* – cut into thin pieces

*peel* – cut the outside part off a vegetable or fruit

Key

**Workbook** p82 Exs 1–5

## Speaking | page 122

**1** Ask students to read the description of the food.

Ask them to turn to page 119 (the beginning of the unit) and match one of the foods with this description: *This can be yellow, red or green and is often used in salad.* (pepper)

Ask them to use the photos to make their own descriptions.

Elicit feedback.

Key

a lemon

**2** Direct students to the words in the box.

Write these definitions on the board and ask them to match the definitions to the words:

1 an unpleasant sharp taste

2 without flavour

3 with salt added

4 having a sharp taste

5 with herbs and spices added

6 containing sugar

**Answers**

1: bitter 2: bland 3: salty 4: sour 5: spicy 6: sweet

Put students into pairs and ask them to write down one example for each adjective.

Elicit feedback and ask students to put their examples on the board next to the adjectives.

**3** Ask students what dishes from home they would miss if they lived abroad.

Elicit the names of the dishes and the ingredients used in their dishes, the way of cooking and words to describe the dish, and write them on the board.

Tell students that they are going to talk about a dish and direct them to the prompts.

Ask them to make notes.

Check that they understand why passive constructions should be used (because the main focus is on the dish itself rather than the person making the dish).

Monitor and provide help if necessary.

**4** Ask students what kind of questions they would ask if they wanted to know about a dish.

Write these prompts on the board:

- What/called?
- What/ingredients?
- How/made?
- How/served?
- When/eaten?

Put students into pairs and ask them to ask and answer questions about their dishes.

Ask students to read the skills box and check they understand the value of trying to anticipate the sort of question that the listener might ask.

## Reading | page 122

- 1 Direct students to the box and ask them which sauces and condiments they like to eat and the foods they like to eat them with.
- 2 Tell students that they are going to read about Heinz tomato ketchup and direct them to the photo of the bottle.  
Ask them whether they have ever tried this brand of ketchup and with what types of food or dishes.  
Direct students to the questions and put them into pairs to guess the answers before they read.  
Ask them to read the text and check their guesses.  
Check answers as a class.

Key 1: C 2: B 3: True

- 3 Ask students to look at the questions and underline key words.

### Possible answers

- 1 Ketchup ice cream was very popular at one time.
- 2 Eating ketchup occasionally will protect you from cancer.
- 3 Tomato ketchup is not now classified as a vegetable in the USA.
- 4 The best way to get ketchup out of a bottle is to shake it very hard.
- 5 The colouring in green ketchup was natural.
- 6 Most people prefer red food to green food.

Put students into pairs and ask them to guess the answers before they read the text.

Tell them to read the text and check their guesses.

Check answers and encourage students to give reasons for their choice of answer.

1: F

(... *an ice cream manufacturer once tried to produce a ketchup ice cream – though it didn't catch on.*)

2: F

(... *you would need to eat a whole 200 ml bottle ... to get enough to make any difference.*)

3: T

(*The suggestion was widely ridiculed and the idea was dropped.*)

4: F

(*The secret is to turn the bottle upside down and tap it on the neck.*)

5: T

(*This was made from green tomatoes ...*)

6: T

(... *children do not usually like green food ... the most popular colour for food is red.*)

- 4 Put students into pairs to discuss the questions.  
Elicit feedback and end the discussion by asking if the students like the same kind of food and colours of food.

## Listening | page 123

- 1 Elicit examples of fast food from the students, e.g. *cheese burgers, chips, pizza, fish and chips*, and write them on the board.  
Ask students to discuss the questions in pairs.  
Elicit feedback and direct students to the phrase *slow food*. Ask them what they think this is.

- 2 R.47 Tell students that they are going to listen to an interview about fast and slow food.  
Tell them to read the sentences and underline the key words.  
Elicit feedback.

### Possible answers

- 1: There are three Cittaslows or slow cities in Britain.
- 2: The Slow Food Movement encourages people to eat local food.
- 3: According to Liz Baker, fast food is a modern invention.
- 4: Gerry thinks that people eating fast food can damage the environment.
- 5: Gerry and Liz both think that fast food workers should be better paid.
- 6: According to Gerry, the average 'lunch hour' is now eleven minutes.

Play the recording and ask students to decide if the sentences are true or false.

Put them into pairs to check their answers.

Check answers, making sure students give reasons for their choice of answer.

### R.47

I = Interviewer, G = Gerry, L = Liz

- I: Recently, Diss, in Norfolk became the third British city to be given the status of a Cittaslow – or slow city. With us, to explain what that means, is Gerry Parsons, a member of the Slow Food Movement. And to represent the other side, we have Liz Baker, a chief executive for a well-known chain of fast food restaurants. Gerry, can you tell us a bit about the Slow Food Movement? In your own time!
- G: Well, Cittaslow is a movement founded in Italy in 1999. Broadly speaking, its goals are to improve the quality of life in towns by resisting the move towards making every town exactly the same; same shops, same restaurants; same food. We want to celebrate what makes Diss and other Cittaslow towns different and special.
- I: And this is all part of what is known as the Slow Food Movement. Is that right?
- G: Well, Cittaslow is not officially linked to the Slow Food Movement, but certainly the goals are very similar. Slow Food is about encouraging people to enjoy produce from their region, traditional foods, which are often grown organically, and to enjoy these foods in the company of others. It was founded by Carlo Petrini back in 1989 after McDonalds moved onto Rome's historic Piazza di Spagna. Petrini decided that something had to be done about the spread of fast food.
- I: But what exactly is the problem with fast food? I mean, everyone likes to sit down to a three-course meal, but sometimes you just want something quick and easy. I'm sure our other guest, Liz would agree.
- L: Of course. People always act as if fast food is a modern invention. The idea of 'ready-cooked food to go' is as old as cities themselves. Ancient Roman cities had bread-and-olive stands, East Asian cultures have their noodle shops. Flat bread and falafel are everywhere in the Middle East.

- G: I think we need to be clear about the difference between food which is easy to prepare quickly and mass-produced industrialised fast food. There's a big difference between a bread-and-olive stand and food filled with additives and processed so that it loses a lot of its original nutritional value. Recent research showed that the fries available in a well-known burger chain were only 86% potato – the other ingredients were oil, salt and a surprisingly large amount of sugar.
- L: Most fast food restaurants these days recognise the need to provide healthier options such as salad, fruit, mineral water.
- G: Well, that's good. However, not all these so-called healthy options are that much healthier, you know. There's more salt in a chicken salad at one of these chains than in a chicken burger. And what about the environmental problems these fast food restaurants cause? You only have to stand outside one to see the huge amount of packaging being thrown away. And the workers are badly paid.
- L: I'm sorry, but I have to disagree with that. We provide entry-level jobs to people with few skills who might otherwise be unemployed and many of them do very well, rising to management positions.
- L: Well, I don't think we're really here to talk about labour conditions. What about the basic point that people often need to eat food quickly?
- G: I think the question we should be asking is why people have to eat so quickly. The average 'lunch hour' has shrunk to just twenty-seven minutes. How can people be expected to work effectively without breaks? And the average meal-time in a fast food joint is just eleven minutes. It's ridiculous ...

- Key**
- 1: T  
( ... Diss, in Norfolk, became the third British city to be given the status of Cittaslow ... )
- 2: T  
(Slow Food is about encouraging people to enjoy produce from their region ... )
- 3: F  
(The idea of 'ready-cooked food to go' is as old as the cities themselves.)
- 4: T  
(And what about the environmental problems these fast food restaurants cause? You only have to stand outside one to see the huge amounts of packaging being thrown away.)
- 5: F  
(Liz says: I'm sorry, I have to disagree with you.)
- 6: F  
(The average 'lunch hour' has shrunk to just twenty-seven minutes.)

- 3 Ask students to recall how long the average lunch hour is in Britain (twenty-seven minutes). Then ask them to discuss the questions in pairs.  
Elicit feedback.
- 4 Tell students that they are going to find out some interesting information about eating habits in the United States. Ask them what they know about American food.  
Put students into pairs, A and B, and explain that they are going to ask and answer questions. Ask them to turn to the correct page and ask and answer questions.  
Elicit feedback.
- 5 Ask students whether they find any answers to the questions surprising or worrying. Are there any ideas they all agree on?

## Grammar | page 124

- 1 Ask students to read the information in the grammar box and answer the questions.

Check answers as a class.

Ask them to read and answer the questions in the grammar note.

Check answers as a class.

Refer students to the grammar reference if necessary.

1: too 2: enough

**Key** Enough goes before a noun and after an adjective.

Too goes in front of adjectives and nouns but before a noun you must use *much/many*.

- 2 Put students into pairs to complete the sentences.

Check answers as a class.

1: too spicy 2: enough water 3: too much sugar

**Key** 4: too expensive 5: thoroughly enough 6: too bland

7: too small 8: too many additives

workbook

p86 | Exs 1-2

## Reading | page 124

- 1 Direct students to the pictures of different containers and elicit these words: *jar, packet, box*. Ask these questions:

1 Which pictures show packets? (1, 2, 5, 6)

2 Which pictures show jars? (3, 4)

Elicit the kind of information that can be found on containers, e.g. *weight, cost, sell-by date, warnings, name and address of producer*.

- 2 Tell students to read the labels and match these phrases in A with the meanings in B:

A

B

may

instruction not to do something

not recommended

it is possible

do not

advice not to do something

Put students into pairs and ask them to read the labels and choose the best meaning for each one.

Check answers as a class.

**Key** 1: B 2: C 3: C 4: A 5: A 6: C

## Functions | page 125

- 1 R.48 Tell students that they are going to listen to two dialogues in a restaurant.

Play the recording and ask them to decide which dialogue sounds better and why.

Check answers as a class.

**R.48**

1

**Waiter:** Hi. Did we know you were coming?

**Man:** Yes, Peterson.

**Waiter:** Ah yes. Come on. Your table's over here. Do you want a drink?

**Man:** A bottle of sparkling mineral water. It's too cold in here. Put the heating up a bit.

**Waiter:** OK.

**Waiter:** Are you ready yet?

**Woman:** Yes, soup to start, and then steak with French fries and salad.

**Waiter:** How do you want your steak?

**Woman:** Well done.

**Man:** I want the soup as well, followed by roast lamb with new potatoes and vegetables.

**Waiter:** Do you want any wine?

**Woman:** Yes. We'll have a bottle of the house red.

**Man:** Bill!

**Waiter:** OK. Was the food OK?

**Man:** Yes.

2

**Waiter:** Good evening. Do you have a reservation?

**Man:** Yes, it's in the name of Peterson.

**Waiter:** Ah yes. If you'd like to follow me, I'll show you to your table. Can I get you something to drink?

**Man:** Could we have a bottle of sparkling mineral water, please? We'll decide about wine later. I'm sorry, but it's rather cold in here. Could you put the heating up a bit, please?

**Waiter:** Certainly.

**Waiter:** Are you ready to order?

**Woman:** Yes, I'll have the soup to start, and then steak with French fries and salad, please.

**Waiter:** How would you like your steak?

**Woman:** Well done, please.

**Man:** And I'd like the soup as well, please, followed by roast lamb with new potatoes and vegetables.

**Waiter:** And would you like any wine?

**Woman:** Yes, please. We'll have a bottle of the house red.

**Man:** Could we have the bill please?

**Waiter:** Of course. Did you enjoy your meal?

**Man:** Yes, it was very nice, thank you.

**Key** The second dialogue is better because the language in the first is missing all polite expressions and is too informal.

**2** Direct students to the sentences and ask them to write down as many phrases as they can think of.

1: Yes, it's in the name of ...

2: I'll have ...

3: Could I have the bill, please?

4: Yes, it was very nice, thank you.

**Key**

**3 R.48** Ask students to listen to the recording again to check their answers to Exercise 2 and count how many times the diners say *please*.

Check answers as a class.

**Key**

The diners say 'please' seven times.

**EXAM reviser** p22

Ask students to complete the dialogues in the Exam Reviser.

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## Writing | page 125

**1** Direct students to the photo and elicit vocabulary. Ask what kind of food is served there and whether they would like to eat there.

Ask them to read the review of the restaurant and then tick the things on the list that are mentioned.

Put them into pairs to compare their answers.

Check answers as a class.

**Key**

**Review 1:** 1, 2, 3, 4

**Review 2:** 1, 3, 5

**2** Ask students to look at the words in the box. Are the words positive or negative? (positive)

Write these headings on the board: *Staff, Room/Décor, Food, Atmosphere, Cost*.

Ask students to match the words and phrases in the box with the headings.

Check answers as a class.

1: helpful, fantastic, charming, friendly, funny

2: nicely laid out

3: traditional, perfect, fresh, delicious, fantastic, amazing

4: relaxed

5: reasonably priced

**Key**

**EXAM reviser** p14 14.3

Ask students to write the opposite of the words and phrases in the Exam Reviser.

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**R.48**

1

**Waiter:** Hi. Did we know you were coming?

**Man:** Yes, Peterson.

**Waiter:** Ah yes. Come on. Your table's over here. Do you want a drink?

**Man:** A bottle of sparkling mineral water. It's too cold in here. Put the heating up a bit.

**Waiter:** OK.

**Waiter:** Are you ready yet?

**Woman:** Yes, soup to start, and then steak with French fries and salad.

**Waiter:** How do you want your steak?

**Woman:** Well done.

**Man:** I want the soup as well, followed by roast lamb with new potatoes and vegetables.

**Waiter:** Do you want any wine?

**Woman:** Yes. We'll have a bottle of the house red.

**Man:** Bill!

**Waiter:** OK. Was the food OK?

**Man:** Yes.

2

**Waiter:** Good evening. Do you have a reservation?

**Man:** Yes, it's in the name of Peterson.

**Waiter:** Ah yes. If you'd like to follow me, I'll show you to your table. Can I get you something to drink?

**Man:** Could we have a bottle of sparkling mineral water, please? We'll decide about wine later. I'm sorry, but it's rather cold in here. Could you put the heating up a bit, please?

**Waiter:** Certainly.

**Waiter:** Are you ready to order?

**Woman:** Yes, I'll have the soup to start, and then steak with French fries and salad, please.

**Waiter:** How would you like your steak?

**Woman:** Well done, please.

**Man:** And I'd like the soup as well, please, followed by roast lamb with new potatoes and vegetables.

**Waiter:** And would you like any wine?

**Woman:** Yes, please. We'll have a bottle of the house red.

**Man:** Could we have the bill please?

**Waiter:** Of course. Did you enjoy your meal?

**Man:** Yes, it was very nice, thank you.

Key

The second dialogue is better because the language in the first is missing all polite expressions and is too informal.

2

Direct students to the sentences and ask them to write down as many phrases as they can think of.

1: Yes, it's in the name of ...

2: I'll have ...

3: Could I have the bill, please?

4: Yes, it was very nice, thank you.

Key

3

**R.48** Ask students to listen to the recording again to check their answers to Exercise 2 and count how many times the diners say *please*.

Check answers as a class.

Key

The diners say 'please' seven times.

exam reviser p22

Ask students to complete the dialogues in the Exam Reviser.

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## Writing | page 125

1

Direct students to the photo and elicit vocabulary. Ask what kind of food is served there and whether they would like to eat there.

Ask them to read the review of the restaurant and then tick the things on the list that are mentioned.

Put them into pairs to compare their answers.

Check answers as a class.

Key

**Review 1:** 1, 2, 3, 4

**Review 2:** 1, 3, 5

2

Ask students to look at the words in the box. Are the words positive or negative? (positive)

Write these headings on the board: *Staff, Room/Décor, Food, Atmosphere, Cost*.

Ask students to match the words and phrases in the box with the headings.

Check answers as a class.

1: helpful, fantastic, charming, friendly, funny

2: nicely laid out

3: traditional, perfect, fresh, delicious, fantastic, amazing

4: relaxed

5: reasonably priced

Key

exam reviser p14 14.3

Ask students to write the opposite of the words and phrases in the Exam Reviser.

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- 3 Ask students about memorable meals that they have had (the best or the worst) and elicit any positive or negative adjectives to describe it.

Direct students to the useful language box

Ask them which phrases describe a good meal and which describe a bad one.

Ask them to make notes under the headings in Exercise 1.

Tell them to use their notes to write a review.

Ask students to read the information in the skills box. Remind them that it isn't always possible to write a rough and final copy in an exam situation, so it is useful to make notes of main ideas and useful phrases before they start.

### Exam information

In ISE I Writing Task 2, students may have to write a review or article of approximately 120 words. This task requires them to report and give their opinion about factual information.

## Language Review | page 126

### Grammar

- 1 Review the names of the different dishes the students have encountered in the unit. Ask them what ingredients are in them and how they are made. Ask them whether we use the active or passive when talking about how a dish is made.

Put them into pairs to complete the exercise.

Check answers as a class.

Key 1: is called 2: are filled 3: sells 4: are made 5: covered 6: serves 7: eat 8: were introduced

- 2 Briefly review the use of *too* and *enough*. Write *before* and *after* on the board and ask students to complete these sentences:

1 *Enough* is used \_\_\_\_\_ an adjective or adverb and comes \_\_\_\_\_ a noun. (after, before)

2 *Too* is used \_\_\_\_\_ an adjective. (before)

3 *Too many* and *too much* come \_\_\_\_\_ a noun. (before)

Put students into pairs to complete the sentences.

Check answers as a class.

Key 1: is too hot 2: isn't cold enough 3: isn't soft enough 4: was too noisy 5: isn't sweet enough 6: was too slow 7: was too expensive

### Vocabulary

- 3 Ask students to recall food items they remember.

Direct them to the vocabulary box and ask them to group the items under the correct headings in the table.

Check answers as a class.

Meat: lamb, turkey

Fish: cod, tuna

Vegetable: potato, sweetcorn

Fruit: lime, strawberry

Dairy product: sour cream, milk

### Optional extra 5 minutes

Ask students to add as many words as possible to the table in two minutes. Compare answers as a class. Who was able to write the most words?

- 4 Direct students to the words and ask them these questions:

1 Which two words can be fried or grilled or boiled? (steak, mushroom)

2 Which two words are fruits? (coconut, grape)

3 Which word can be soft or hard? (cheese)

4 Which two words are used to add flavour to dishes? (mustard, vinegar)

Put students into pairs to complete the exercise.

Check answers as a class.

Key 1: a 2: d 3: e 4: g 5: h 6: f 7: c 8: b

- 5 Briefly review adjectives which describe food. Ask students these questions:

1 Which foods can taste *sour*? (lemon, cream, apples, etc.)

2 What word is the opposite of *sour*? (sweet)

3 What sweet foods can you think of? (chocolate, biscuits, cakes, etc.)

4 Where is the best place to buy fresh food – a supermarket or a market? (market)

5 Which of the following foods are usually salty? Pudding, crisps or potatoes? (crisps)

6 If a dish is very good to eat, is it *bland* or *delicious*? (delicious)

Ask students to complete the sentences.

Put them into pairs to compare their answers.

Check answers as a class.

Key 1: bland 2: sour 3: spicy 4: sweet 5: delicious 6: fresh 7: salty 8: bitter

## Preview

**Vocabulary:** the phone; countries/nationalities

**Grammar:** reported speech; reporting verbs

**Reading:** reading for specific information; multiple choice (PET Part 4); multiple-choice gap fill (PET Part 5)

**Listening:** listening for main ideas; multiple choice (PET Part 2)

**Speaking:** speaking on the phone; describing a picture (PET Part 3); deciding together (PET Part 2)

**Pronunciation:** intonation to express negative feelings

**Writing:** a story (Trinity ISE creative writing; PET Part 3)

## Introduction | page 127

- 1 Ask students to look at the photos and point out these items: *mouse, keyboard, headphones, keypad, call centre, microphone, screen.*

Ask what all the people in the pictures are doing (communicating).

Establish that there are lots of different ways to communicate and put students into pairs to look at the ways of communicating in the box and decide if they are old or new.

Check as a class, and establish that *chatting* can either mean a spoken informal conversation or a written conversation online.

**Key** **Old:** phoning, writing a postcard, chatting, writing a letter  
**New:** writing an email, instant messaging, chatting, texting

- 2 Check students understand the headings across the top of the table.

Put them into pairs to discuss each means of communication and to make notes in the table. E.g. *Email – monthly payment of about £20.00 for service provider. Computer and phone – very easy to use, reliable but not that fast, people need to be sitting at their computers to get a message.*

- 3 Either

Put students into different pairs and ask them to answer the question.

Or (if you are preparing students for SFL Entry 3 or Trinity ISE/GESE)

Ask students to make notes under these headings:

- What means of communication you use, how often and with whom.
- The advantages and disadvantages of different means of communication. Think about: *cost, equipment needed, how easy it is to use.*
- A piece of equipment to help you communicate that you would really like to own, and why, e.g. *webcam, blackberry.*

Then put them into pairs and ask them to talk to a partner for 1–2 minutes, using their notes. Their partner should listen and be ready to ask a few questions at the end.

## Listening | page 128

- 1 Ask students to look at the photo and say what they think is happening (possibly two people were having a drink and a chat together when one was called on her mobile). Would they find this irritating?

Check understanding of vocabulary, e.g. *irritating, call centres, cold callers.*

Put students into pairs to discuss the points before feeding back briefly as a class.

- 2 R.49 Tell students that they are going to listen to a radio programme about the ways call centres make people angry. They should listen to see which of the ideas are mentioned.

Ask them to look through the options before they listen and check any vocabulary, e.g. *dreadful.*

Play the recording and let students check answers in pairs but do not confirm answers at this point.

### R.49

The British are famous for their 'stiff upper lip' – an ability to keep their emotions under control. However, a recent poll found that nearly 70% of people think that Britons are getting angry in public more often. So what's making us that much angrier? I'll give you a clue ...

*We're sorry that all our advisors are busy at this moment. Thank you for continuing to hold. Your call is important to us ...*

Yes, top of the list of things likely to create an angry public reaction were call centres. And there were just so many irritating things about them! For example, the survey showed that on average consumers spent nearly six minutes on hold per phone call and spoke to an average of 2.7 service representatives.

We went out and about asking members of the general public about their experiences with call centres.

- A: I can't bear being kept on hold. And what makes it worse is to be told 'your call is important to us'. If it was that important, they'd answer it, wouldn't they! I was once kept on hold for over two hours. I didn't dare put the phone down in case I went to the back of the queue.
- B: The most annoying automated message is the one explaining that 'we are experiencing an unusually high call volume at this time'. Unusual? It's always like that. Why can't we get an honest message like, 'Sorry to keep you waiting, we are understaffed and incompetent.'
- C: What drives me insane is when they pass you around from one person to another and you have to repeat the same information to all of them. And then they tell you that they can't help you 'at this time' because all the computers are down.
- A: What really gets me about all these 'helplines' is that usually they can't help you at all. They haven't been trained to actually know anything about the company or its products, so they tell you they'll get someone to call you back – and of course, they never do.
- B: And even when you do get through to someone who can answer your question, they then spend your time and money trying to sell you other products. I mean, you're ringing up to see if there's any money left in your account and the next thing you know they're trying to sell you life insurance!

Is it any wonder that people are getting angrier? I can't say that I'd want to work in a call centre though ...

- 3 R.49** ▶ Play the recording again. Students can choose if they listen simply to check their answers to Exercise 2, or in addition to hear what other things people found irritating.

This approach will enable you to differentiate for learners with different abilities.

Let students check in pairs and feed back as a class.

**Mentioned in the recording:** being told the computers aren't working; the staff not returning a call when they promise they will

Key

**Other things people found irritating:** being kept on hold; being told 'your call is important to us' when it obviously isn't; having to speak to more than one person about the same problem; being told 'we are experiencing an unusually high call volume at this time' when it's always like that; staff not knowing enough about the company or its products; staff trying to sell you things

- 4 R.49** ▶ Look at the phrases in the box and ask students what the function is (expressing irritation or annoyance).

Ask them to listen again and match the phrases with the problems mentioned in Exercises 2 and 3.

Let students check answers in pairs before checking as a class.

Key

- 1: ... being kept on hold.  
2: ... to be told 'your call is important to us'.  
3: ... automated message is the one explaining that 'we are experiencing an unusually high call volume at this time'.  
4: ... when they pass you around from one person to another and you have to repeat the same information to all of them.  
5: ... all these 'helplines' is that usually they can't help you at all.

- 5 R.50** ▶ Play the recording and ask the students to notice which word is most stressed in each phrase from the box in Exercise 2. Play the recording again for students to practise the stress and intonation.

Key

- 1: I can't bear being kept on hold.  
2: What makes it worse is to be told 'your call is important to us'.  
3: The most annoying automated message is the one explaining that 'we are experiencing an unusually high call volume at this time'.  
4: What drives me insane is when they pass you around from one person to another.  
5: What really gets me about all these 'helplines' is that usually they can't help you at all.

- 6** Put students into pairs or small groups to consider all the things mentioned in the recording and discuss which of them they find irritating.

Remind them to use some of the useful language and to express their feelings using stress and intonation.

## Vocabulary | page 128

- 1** Ask students to read through the text and decide what kind of word they are looking for: noun, verb, adjective, etc. They should not try to choose words from the box at this stage.

Then ask them to look at the text again and choose the best word for each space.

Let students check answers in pairs, then check as a class.

Key 1: dial 2: ring 3: answer 4: no answer 5: line 6: engaged  
7: message 8: get through 9: ring back 10: call 11: hang up

### Optional extra 5–10 minutes

This is an exercise to develop awareness of separable and inseparable multi-part verbs. Point out to students that some of the words in the Exercise 1 are multi-part verbs.

Write these groups of sentence on the board:

- 1 A I couldn't get through to her.  
B I couldn't get her through.  
C I couldn't get through her.
- 2 A I said goodbye and hung up.  
B Don't hang up me!  
C Don't hang me up!  
D Don't hang up on me!
- 3 A I rang the doctor up.  
B I rang up the doctor  
C I rang up him.
- 4 A Can you ring me back later?  
B Can you ring back me later?  
C Can you ring back later?

Put students into pairs to discuss which are grammatically possible. Check answers as a class.

Answers

- 1: A 2: A, D 3: A, B 4: A, C

workbook p88 | Exs 1–4

## Functions | page 128

- 1 R.51** ▶ Either

Ask students to discuss in pairs if they have ever made a telephone call in English. Who was it to? What was it about? How did they feel about it?

Or (if students frequently use the phone in English)

Ask students to discuss what calls they regularly make in English.

Who do they call? Are they purely functional calls, e.g. to the doctor's surgery, or do they chat on the phone in English?

Briefly feed back as a class.

### Optional extra 5 minutes

Before the students listen, ask them:

- Why is Gavin calling?
- What time will they be going out?

Tell students that they are going to listen to a phone conversation in English. Explain that you want them to listen to see what differences they can notice, not in language, but in the kind of things people say.

Ask students to look at the points and play the recording.

Let students check their ideas in pairs before discussing briefly as a class.

### R.51

- A: Hello. 4 2 6 1 3 4.  
B: Hi, is that Maggie?  
A: Speaking.  
B: Hi, it's Gavin. How are you?  
A: Fine, thanks. You?  
B: Fine.  
A: I was just calling to ask if you could give me a lift tonight.  
B: Sure. Pick you up about eight?  
A: Great, see you then.  
B: Yes. I'm looking forward to it. See you later.  
A: Bye.  
B: Bye then.

### Cultural information

Telephone conventions vary in different cultures. Some will not say anything when they pick up the phone, waiting for the caller to identify themselves. Others may always respond with their name or their telephone number. In English it is usual to begin a phone conversation with a preamble of asking how you are, before stating the reason for the call; other cultures may go straight into the business of the call. It is also usual in English to signal that you are going to go a few turns before you do. Again, this is not universal. Students will often try to transfer their first language norms.

### Optional extra 15–20 minutes

Write the dialogue from the audioscript 51 on the board.

Ask students to practise reading it aloud in pairs.

After a short while, rub out a few words throughout the dialogue.

Students continue reading, but need to remember what is missing.

Continue gradually rubbing out words until the whole dialogue has been removed.

Students should then have memorised the whole dialogue.

Ask them to write it down, then check their work against the audioscript 51 on page 151 of their books.

If you have time, you could then ask them to write a different dialogue, using the same structure and conventions.

### Teaching Tip

shops and restaurants, have very predictable structures. Memorising dialogues in this way can help students to retain a sense of what is typically said and how to say it.

- 2 Ask students to quickly look at the two phone conversations and, without filling in the gaps at this stage, decide if they are more or less formal.

Ask them to complete the gaps using the words and phrases in the box.

Let them check answers in pairs before checking as a class.

Conversation 1 is more formal.

1: Certainly. 2: if you don't mind. 3: I'm putting you through.

4: Hi, is that Jane? 5: How are you? 6: You?

7: I was just calling to ...

Key

exam reviser

p22

Ask students to work in pairs to put the dialogues into the correct order.

Ask them to identify which language is more or less formal.

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### Vocabulary development

Write these words on the board:

say speak talk chat

Put students into pairs to choose the best word(s) to complete each of these sentences:

- 1 Name someone you often spend hours \_\_\_\_\_ to.
  - 2 How many languages do you \_\_\_\_\_?
  - 3 What was the last thing you \_\_\_\_\_ before you started this exercise?
  - 4 When was the last time you had a serious \_\_\_\_\_ with someone?
- Remind them that they may also need to change the form of the word. Check answers and make the point that although the words are very similar, they are not interchangeable.

### Answers

- 1: chatting (or talking) 2: speak 3: said 4: talk (or chat)  
Chat is normally used for a more informal, less serious interaction. Ask students to discuss their answers to each question.

### Teaching Tip

Students do not always realise that although two words may be said to mean the same thing, there are usually some differences in meaning (especially connotation), form or collocational use.

For example we can say *I injured my knee playing football* or *I damaged my knee playing football* but **not** *I injured my car*.

It is important to consider these issues when teaching new words, to ensure students know not only when to use a new word but also when it is not appropriate to use it.

## Reading | page 129

### 1 Either (if you have a monocultural group)

Lead in by asking if students think it is important to learn a foreign language. Why? Do other people in their country feel the same way? Why?

Or (if you have a multicultural group)

Put students into small groups to discuss these questions:

- What proportion of people in your country speak English or another foreign language?
- What foreign languages are taught in schools?
- Do people generally think it is important to learn a foreign language? Why?

Briefly feed back as a class.

Put students into pairs or small groups and ask them to discuss questions 1–3.

Elicit a few ideas from the class but do not confirm or deny them.

Ask them to read the text quickly to check their ideas. Remind them that they do not need to try and read or understand everything at this stage.

**Key** 1: Luxembourg 2: Britain 3: More than half

### 2 Ask students to read through the questions and draw their attention to the skills box.

Ask them to read the text again more carefully and choose the best answers.

Let students check answers in pairs before checking as a class. As you do so, check they understand the verbs used in question 1 (*explain, suggest, comment, warn*) as these are very common in this kind of reading task.

**Key** 1: B 2: B 3: A 4: D 5: A

### 3 Ask students to discuss the questions in small groups. Briefly feed back as a class.

## Vocabulary | page 130

### 1 Ask students to look through the previous text again and find a few examples of countries, nationalities and languages.

Explain that *sometimes the differences between these related words can be a bit confusing.*

Ask students to try and answer the questions. They should then check their answers with a partner before looking at the answers on page 175.

**EXAM REVISER** p15 | 15.2

Ask students to complete the information in the table in the Exam Reviser. Remind them that they can check their answers on page 32 of the Exam Reviser.

### 2 Put students into groups and ask them to write six similar questions to the ones in Exercise 1. They should focus on countries and nationalities in their part of the world, as these are the words they are most likely to need. It is important that they write their questions on a separate sheet of paper and that they make sure their writing is legible.

Tell them to swap each set of questions with another group and give them a few minutes to try to answer the questions.

The original group can then mark the answers.

Finally, ask students to add new words to the table in the Exam Reviser.

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**WORKBOOK** p92 Exs 1–3

## Speaking | page 130

### 1 Put students into pairs and ask them to choose one photo each. If appropriate, remind them that this is a PET Part 3 task.

Give them 1–2 minutes to look at the photo and to think what they could say about it. They should look at the prompts for ideas. Remind them that if they don't know a word, they will need to think of a way to describe the object. E.g. *It's a kind of electronic diary.*

Refer them to the skills box. Then ask them to take it in turns to describe the photo to each other.

Monitor and note errors or particularly good examples of language.

Write these on the board when they have finished and ask the students to try and correct the errors.

### 2 Draw attention to the fact that in one picture modern technology is being used, whereas in the other one students are using pen and paper and the teacher has a whiteboard.

If appropriate, you could ask students how technology in the classroom has changed in their life-time (with the introduction of interactive whiteboards, for example).

You could give an example of how these advances have helped you, or not.

E.g. *Having an interactive whiteboard is much better for showing pictures of things I want to teach, but sometimes a website disappears or the server crashes and then I have nothing to show you.*

Ask students to think of three ways in which technology has made life easier and three ways in which it is more difficult.

Briefly feed back as a class.

## Grammar | page 130

### 1 Ask students to look back at the direct speech in the last column of the text on page 129.

Ask them if this is actually what the people said. How do they know? (There are quotation marks.)

Ask them to look at the contrasted examples in the grammar box on page 130 and put them into pairs to discuss what other differences they notice, answering questions 1–3.

Check answers as a class.

**1:** Verb tense: in reported speech, the speech being reported has a different tense. The pronoun changes from first person to third person.

**2:** It is not always necessary to change the verb tense. See grammar reference page 161.

**3:** You say + *something*, but you tell + *someone* + *something*.

## Language note

In written exams, including PET, students will often be asked to transform direct speech into reported speech by using 'backshift' to take the tense back one step. It is useful for students to be able to do this, but they should be aware that in real life reported speech is rarely, if ever, such a translation of each word and phrase. We use reported speech to convey the essence of what was said rather than the exact words.

- 2 Put students into pairs to complete the table using the information in the grammar box and the grammar reference on page 161 if needed.  
Check answers as a class.

direct speech	reported speech
present simple	past simple
present continuous	past continuous
past simple	past perfect
past continuous	past perfect continuous
present perfect	past perfect
will	would
am/is/are going to	was/were going to

- 3 Look at the first question as an example, and show how the reported speech can use 'backshift' (see language note above). Ask them to complete the remaining questions.  
Check answers as a class.

- 1: The researcher said that some of the hotel staff had giggled.  
2: The writer told me that he was really quite shocked.  
3: He said that it was unprofessional not to speak a foreign language.  
4: He told me that hotels were losing thousands of pounds worth of trade.

- 4 Put students into pairs and ask them to look at the table and try to answer the questions. If they are unsure, they could use the grammar reference for further support.  
Check answers as a class.

- 1: To report yes/no questions you use *if* or *whether*.  
2: The word order in *wh*- questions is not reversed.

- 5 Ask students to individually complete the questions in the same way as in Exercise 3.  
Let them check in pairs before checking as a class.

- 1: He asked if/whether the hotel had disabled access.  
2: He asked where Reception was.  
3: He asked how he could pay for his room.  
4: She asked if/whether the hotel was near the town centre.

## Listening | page 131

- 1 Put students into pairs to discuss the questions.  
Elicit feedback as a class.

### Optional extra 5-10 minutes

Write the names of the different parts of an email (below) on the board and ask students to discuss what they mean.

To: the name of the person you are sending the message to

CC: Any other people you want to see the message

BCC: Any other people you want to see the message, but you don't want to include their email addresses on the message.

Subject: what the email is about

Send: press this to send the message

Attachments: to add photos or extra documents

Forward: to send a message you have received to someone else

Reply: to send an answer to a message

Reply All: to send the answer to everyone who was originally sent the message

- 2 R.52 Tell students that they are going to listen to a radio programme about email etiquette and explain that this means how to communicate well and show consideration towards other people.

Put students into pairs and ask them to read the questions and guess the answers before they listen.

Play the recording and get students to choose the correct letter.

Put them into pairs to compare their answers.

Check answers making sure that the students understand why each answer is correct.

Refer them back to the audioscript if necessary.

### R.52

I = Interviewer, H = Howard

- I: Today we're going to be talking to Howard Greendale, managing director of a well-known software company about the tricky issue of email etiquette. Howard, it is estimated that about 90% of communication is body language, 8% tone of voice and only 2% what you actually say. In email you lose the first 98%, so misunderstandings must be very common, wouldn't you say?
- H: Yes, they certainly can be. And most companies don't seem to give their staff any training in this area. They teach them how to use a computer, sure, but not how to communicate really effectively. One of the problems is that using email encourages everyone to speed up. This seems good for business, but actually it can mean people send off emails too quickly. You should always read them through first. Check for spelling, but also check to see how the other person might react to it. Could they interpret what you say as being aggressive, for instance? Not everyone knows that using capital letters is understood as shouting. This can really make people angry.
- I: Gosh. I didn't realise that about capital letters! Can you use abbreviations and symbols to get your meaning across?
- H: Yes, these symbols, called emoticons, can certainly help to let the other person know if you're joking, for example. But they're not really suitable for business communications and nor are abbreviations like LOL – laugh out loud. In a business email, you're better off avoiding jokes altogether.
- I: I guess they can be so easily misunderstood, can't they? What other aspects of etiquette are important?

- H: Well, probably the most annoying thing people do is to reply to a message using the 'reply to all' button. If the first person has sent the message to twelve people and they all do that, that's 144 messages going out. Hardly necessary. Then there are smaller things like not filling in the subject box, so the person receiving it has to keep opening it to see what it's about, or sending long emails that have the only important bit right at the end. If an email needs to be long, that's one thing, but otherwise, it's just a waste of time – and often people miss the important bit at the end, anyway!
- I: And what about the content of the email?
- H: Yes, that's obviously important, too. People tend to forget that once you've sent an email you have no control over who sees it. There have been some cases in the news lately where someone's email has been forwarded all over the world.
- I: Yes, like that poor guy who sent a love letter to a girl he'd just met and she sent it to all her friends, and they sent it to the newspapers!
- H: Exactly. And you should be particularly careful what you write when the same email is being sent backwards and forwards, getting longer each time. You may forget that you said something negative about your boss in one of the early messages and then send the whole email on to them. In fact, the safest thing is never to write anything in an email that you wouldn't be happy for anyone to read.
- I: Phew. Maybe I'll just go and talk to people or ring them up instead!

- Key**
- 1: B  
(... and only 2% what you actually say ...)
- 2: C  
(And most companies don't seem to give their staff any training in this area. They teach them how to use a computer ... but not how to communicate really effectively.)
- 3: C  
(... they're not really suitable for business communications ...)
- 4: A  
(... the most annoying thing people do is to reply to a message using the 'reply to all' button.)
- 5: A  
(You may forget that you said something negative about your boss in one of the early messages and then send the whole email on to them.)

- 3 Direct students to the questions and ask them to discuss them in groups.  
Elicit feedback as a class.

## Grammar | page 131

- 1 Ask students to read the two short texts and put them into pairs to discuss the misunderstandings in each one.  
Elicit feedback as a class.  
End the discussion by asking if students have experienced a similar kind of communication misunderstanding and what happened.

**Key** The British football fans didn't understand that 'Einbahn Strasse' meant 'one-way street'.

- 2 Put students into pairs to do the matching activity.

Elicit feedback as a class.

Direct students back to the sentences and explain that we use reporting verbs to summarise what someone says and that we do not have to report all the details.

Elicit the reporting verbs in the sentence and write them on the board: *asked, told, explained, offered*.

To check understanding, ask these questions:

- Which verb means 'to make something clear and easy to understand'? (explain)
- Which verb means 'to put a question to someone'? (ask)
- Which verb means 'to ask someone if they would like to have something or if they would like you to do something'? (offer)
- Which verb means 'to give information or instructions'? (tell)

**Key** 1: d 2: b 3: c 4: a

- 3 Direct students to the grammar box and ask them to read it carefully.

To check understanding, write these functions on the board and ask students to supply the correct verb form:

1 Sue to John: 'Can I have five pounds please?' (ask)

2 Tom to Kate: 'Can I buy you a drink?' (offer)

3 Arthur to Jon and Eve: 'The bank is on the corner of New Street directly opposite the station.' (explain/tell)

Ask students to report the functions in pairs.

Check answers as a class and put the correct sentences on the board.

**Answers**

1: She asked him for five pounds./ She asked him if she could have five pounds.

2: He offered to buy her a drink.

3: He explained to her where the bank was./He told her where the bank was.

Put students into pairs to complete the sentences using reported speech.

Refer them to the grammar reference on page 161 if necessary.

Check answers, making sure that they discuss which sentence best summarises the situation in each case.

**Possible answers**

- Key** 1: where she was going 2: me to give him some money  
3: her about the film 4: him where she lived  
5: how to turn it on 6: her a drink 7: to give her a lift

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- 4 R.53 Tell students that they are going to listen to two more stories about language misunderstandings. Explain the meaning of *billboard* (a large board on which advertisements are shown).

Play the recording and ask students to take notes.

Put them into pairs to compare their notes.

Put the reporting verbs *say, tell, explain* on the board as a prompt to encourage students to report what happened and what was said.

At the end of the activity, make sure that students explain the meanings of *adivina*, (guess), *calamari* (squid) and *kalimera* (good morning) in English.



**R.53**

1

Julia, a Mexican friend was visiting me in the States last year when she saw a billboard advertising Guess jeans. 'What does *guess* mean?' she asked. 'Adivina,' I said, in Spanish. 'No, I can't' she replied, and shook her head. 'Oh' I explained, 'The word *guess* in English is *adivina* in Spanish.'

2

Last year I went to stay with a friend in Crete. On the first morning I got up early and went for a walk. I saw a group of fishermen and so I said, 'Good morning' in Greek. Unexpectedly, they started laughing. When I got back to my friend's house, I asked her, 'Why did they laugh at me for saying *Good morning*?' 'What exactly did you say?' she asked. 'Calamari,' I replied. 'Calamari means *squid*. Good morning is *kalimera*,' she explained.

**Possible answers**

**A:** Julia, a Mexican friend, was visiting me in the States last year when she saw a billboard advertising Guess jeans. She asked me what 'guess' meant. I told her, in Spanish, that it meant *adivina*. She shook her head and said she couldn't. Then I explained that the word 'guess' in English is *adivina* in Spanish.

**Key B:** Last year I went to stay with a friend in Crete. On the first morning I got up early and went for a walk. I saw a group of fishermen and so I said good morning. Unexpectedly, they started laughing. When I got back to my friend's house I asked her why they had laughed at me for saying good morning. She asked me what exactly I had said and I told her that I'd said *calamari*. Then she explained that *calamari* meant 'squid' and that 'good morning' was *kalimera*.

workbook p92-93 Exs 1-3

## Writing | page 132

- 1 Ask students to read the exam question and the sample answer. What was the misunderstanding? (The writer misunderstood which platform to go to.)

Ask them to read the story again and assess it using the criteria. Put them into pairs to discuss.

Elicit feedback as a class. Explain the importance of using connectors, e.g. *however*, *so*, *as a result*. This makes the content clearer for the reader.

Point out the importance of summarising in reported speech, explaining that we do not have to report all the details (*I asked which train I should catch. The ticket seller told me to go to platform 10*).

**Range of vocabulary and grammar:** good

**Organisation and linking:** the story progresses logically but there are no paragraphs and no linkers

**Accuracy:** good

- 2 Ask students to read an improved version of the same story and compare it against the criteria.

Put them into pairs to compare their ideas.

Elicit feedback as a class.

**Key** The story is divided into paragraphs and the sentences are linked by words/phrases such as *but*, *and*, *so* and *after a while*.

- 3 Ask students to think about a misunderstanding they have experienced or know about.

Direct them to the skills box and tell them to make notes using the prompts as a guide.

### Optional extra 10-15 minutes

Before students start writing their stories, ask them to tell the story to a partner. They should listen carefully and then try to tell their partner's story back to them.

This should provide a further opportunity to work on reported speech.

- 4 Tell students to write their stories using the advice and information to guide them.

Remind them that they have 15 minutes to write their story.

After they finish writing, ask them to exchange their work with a partner.

Ask them to check their partner's work.

## Reading | page 133

- 1 Direct students to the box and ask them to talk about what they use their mobile phone for.

End the discussion by eliciting the most/least popular uses of their phones.

- 2 Ask students to look at the title and elicit the meaning of *addiction* (not having the ability to stop doing something harmful).

Ask students for examples of addictions (chocolate, coffee, drugs, etc.).

Write these questions on the board:

1 What part of the body can you damage by using mobile phones? *thumb/ear/nail*

2 Which country has the highest number of mobile phones per person in the world? *Scotland/Australia/Japan*

3 How many texts did one phone addict spend in one week? *300/500/700*

Put students into pairs to guess the answers to the questions before they read.

Tell students to read the text quickly and check their guesses.

### Answers

1: thumb 2: Australia 3: 700

Put students in pairs to complete the text. Before they start the activity, remind them to read the word preceding and following each gap very carefully.

Check answers as a class.

**Key** 1: C 2: D 3: A 4: B 5: B 6: D 7: B 8: B 9: D 10: B

- 3 Put students into pairs to discuss the question. Provide these prompts if necessary: *age group*, *personality*. Elicit feedback.

## Speaking | page 133

- 1 Ask students to look at the pictures and elicit what they can see: *mobile phone, computer, TV, cup of coffee or tea, chocolate*.  
Ask them how they feel about each of the items.  
Tell them to look at the phrases in the box.  
Model the phrases and ask students to mark the main stress:  
I couldn't possibly give up ...  
There is no way I could live without ...  
I could probably do without ...  
I might be able to give up ...  
Direct students to the exams skills box and explain that it is important to talk about the specific items in the box and not the topic in general.

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## Language Review | page 133

### Grammar

- 1 Briefly review direct and indirect speech with students.  
Ask them when we use direct speech (when we report the exact words that someone says or writes).  
Ask them when we use indirect speech (when we report something that has been said or written – very often after the time it was said or written).  
Ask them what happens to the verb form in indirect speech (it changes and moves back a tense).  
Ask students what word they need to use when reporting a yes/no question (put *if* or *whether* in the middle of the clause).  
Tell students to complete the sentences in reported speech.  
Put them into pairs to compare their answers.  
Check answers as a class.

Key 1: he hadn't rung her 2: she didn't speak Spanish 3: to repeat the question 4: she could leave the office early 5: she was going on holiday next week 6: he had bought a new mobile phone yesterday 7: if she wanted to go to Sweden

- 2 Direct students to the verbs in the box and ask:
- Which of these two verbs must have an object? *Say or tell?* (tell)
  - Which verb is usually used to give an instruction? (tell)
  - Which verb is often used to put a question to someone? (ask)
  - Which verb is used to help make a situation clearer? (explain)
- Ask them to complete the sentences.  
Put them into pairs to compare their answers.  
Check answers as a class.

Key 1: tell/ask 2: ask 3: told 4: asked 5: explained 6: offered 7: told 8: offered 9: explain

## Vocabulary

- 3 Ask students to recall words and phrases connected to telephoning.  
Review past tense forms of the verbs in the box (called back, called, dialled, got through, hung up, answered, rung up).  
Put students into pairs to complete the sentences. Before they start the activity, remind them that it is important that they identify the tense they need to use in each sentence.
- Key 1: ring/up 2: engaged 3: hung up 4: answer 5: got through 6: call back 7: dialled 8: calls
- 4 Brainstorm countries and nationalities in Europe, e.g. *France, Germany, Spain*, etc.  
Ask students to complete the table in pairs.  
Check answers and get students from each pair to write the correct answers on the board.

	country	nationality
1	Britain	British
2	France	French
3	The Netherlands	Dutch
4	Spain	Spanish
5	Denmark	Danish
6	Sweden	Swedish
7	Portugal	Portuguese
8	Germany	German

### Optional extra 10 minutes

Write these countries and nationalities on the board and ask students to group them according to the stress patterns:

Belgium Denmark Estonia Germany Hungary  
Italy Latvia Luxembourg Norway Poland  
Portugal Sweden Slovakia Iceland

1 0o 2 o0oo 3 0oo

### Answers

1: Belgium, Denmark, Norway, Poland, Sweden, Iceland

2: Estonia, Slovakia

3: Hungary, Italy, Latvia, Luxembourg, Portugal, Germany,

- 5 Ask students what they remember about text addiction.  
Ask them to choose the correct alternative in pairs.  
Check answers as a class.

Key 1: call 2: messages 3: Britain 4: sent 5: to text 6: messages 7: say 8: texted 9: computers 10: ring

# Progress Check 3 Units 11–15

## Key

### Writing | page 135

(1)

Key 1: a/c 2: a/c 3: d 4: f 5: e 6: b 7: g

(2)

Key a: 2 b: 1 c: 2 d: 2 e: 1 f: 1

(3)

1:  
Hi Kate  
Do you want to go and see a film at the new cinema in town on Saturday evening? The film *The Queen* is on. It is a drama about Queen Elizabeth and it stars the actress Helen Mirren. Why don't we meet outside the cinema at 7.30? Let me know!

John

2:

Hi John

Thanks very much for inviting me to the new cinema on Saturday. I'd love to go as I enjoy watching all films, particularly dramas. Do you think you could buy the tickets? I can pay you when we meet.

Kate

(4)

1: Thanks very much for inviting me to ...  
2: Do you think you could ...?  
3: Do you want to go to ...  
4: ... I enjoy ...  
5: It is a drama about ... and it stars ...  
6: I'd love to go ...

(3)

Key 1: D 2: B 3: D 4: C 5: B

(4)

1: lamb, pork, chicken, ham, beef  
2: cook, chop, prepare, make  
3: breakfast, lunch, dinner

(5)

Key 1: d 2: e 3: b 4: c 5: a 6: f

### Speaking | page 138

(1)

Key the woman

(2)

Key 1: A 2: A 3: C 4: D 5: B 6: D

(3)

Key a: 6 b: 2 c: 7 d: 10 e: 1 f: 8 g: 5 h: 4 i: 9 j: 3

### Reading | pages 136–137

(1)

Key C

(2)

Key 1: T 2: F 3: T 4: F 5: T 6: f 7: F 8: F 9: F 10: T

**PAPER 1 Reading and Writing**

Time: 1 hour 30 minutes

**Reading****Part 1****Questions 1–5**

Look at the text in each question.

What does it say?

Mark the correct letter **A**, **B** or **C**.In the actual exam you will mark your answers **on the separate answer sheet**.**1**

**NOTICE TO USERS**  
Computer use  
limited to  
one hour maximum.

- A** You can't use a computer for more than one hour here.  
**B** You must read this notice if you want to use a computer.  
**C** You must wait for one hour before using a computer.

**2**

Children eat free in  
this restaurant when  
accompanied by an adult  
(maximum of one child  
per adult)

- A** All children can eat here free of charge.  
**B** An adult who brings more than one child here can have a free meal.  
**C** A child does not have to pay for a meal here if they are with an adult.

**3****Attractive flat for sale**

Viewing times:  
weekdays 2–4

- A** You can only buy this flat on weekday afternoons.  
**B** If you are interested in buying this flat, you can look at it on weekday afternoons.  
**C** No more than four people can look at this flat on weekday afternoons.

**4**

Discounts on  
book purchases of  
£20 or more.

- A** All books on sale here cost twenty per cent less.  
**B** You can save more than twenty pounds if you buy books here.  
**C** If you spend twenty pounds on books, you can save money.

**5**

☆☆ **FREE GIFT** ☆☆  
with all cash sales of £50  
or above in our store.

- A** You must spend fifty pounds in cash here in order to get a free present.  
**B** Everyone who shops here gets a free present.  
**C** You can pay by cheque for amounts over fifty pounds.

Part 2

Questions 6–10

The people below all want to go to a festival event.  
On the opposite page there are descriptions of eight festivals.  
Decide which festival event would be most suitable for the following people.  
For questions 6–10, mark the correct letter (A–H).

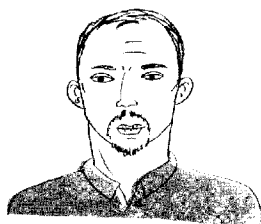
In the actual exam you will mark your answers **on the separate answer sheet**.

6



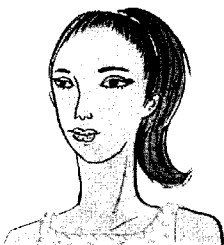
Sarah is a theatre director and has two children. She wants to go to an event where both she and her children can have fun. She enjoys shopping and her children like reading. They would like to go to an event where they could listen to music and perhaps buy some books and interesting objects to take home with them.

7



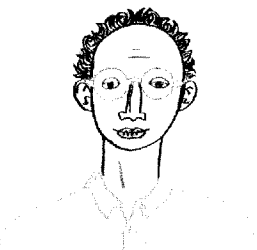
Jonathan works in an office and listens to jazz in his free time. He would like to go to an event where he can listen to a range of different types of music and meet some people. He is very busy at work at the moment so wants to go to an event in winter. He doesn't like cold weather.

8



Diana is a costume designer. She is not particularly keen on fireworks or animals and doesn't want to spend time shopping or listening to music. She enjoys eating, drinking and meeting people.

9



James is an architect. He likes horse riding and outdoor activities but he doesn't like loud music. He would like to go to a festival where he can see some animals and take some colourful pictures of the action. He would like to go to an event in summer.

10



Mark is a professional horse rider. He would like to visit a city in winter *where he can enjoy some good night life and meet lots of new people*. He likes crowded places but doesn't like hot weather or lying in the sun.

## Word Festivals

### A Venice Carnival

*Venice, Italy February*

Venice is certainly cold at this time of year but the city is the ideal location for the most theatrical festival in Europe. February 15th and 20th are the best party nights and draw huge crowds of people in colourful costumes. You can join in the fun and watch the fireworks in the famous Piazza San Marco. You won't be disappointed!

### C Sauti Za Busara

*Stone Town, Zanzibar February*

There are many world music festivals but this is one of the best and friendliest. Enjoy five days of Swahili and East African music in the stunning old fort in Stone Town. The event ends with a spectacular procession to the temple at Pashupatinath.

### E Gnawa Music Festival

*Essaouira, Morocco - late June*

Essaouira is Morocco's most beautiful seaside town and is also the venue for a world music and jazz festival. There are free concerts in the main square which attract both locals and tourists alike. So if you are a music lover, don't miss out on all the fun!

### G Il Palio

*Siena, Italy - July and August*

Whatever you do, don't miss the passion of Siena's annual bareback horse race around the famous medieval square. This is not a tourist show – for the locals it is vital that their district or town wins the race. So what are you waiting for? Join the crowds and share the excitement of the horse racing event of the year.

### B Trinidad Carnival

*Port of Spain, Trinidad - February*

Carnival is the event of the year in Trinidad and the Port of Spain. What could be better than listening to soca and calypso and mixing with local people in a friendly atmosphere? And after the party's over, you could always take a break in Tobago and relax by the sea.

### D Queen's Day

*Amsterdam, Netherlands - April 30*

This event is held in honour of Queen Beatrix and it has something for people of all ages. People spend the day on the streets of the city listening to music in a relaxed and informal atmosphere. Younger visitors can join in the fun too at the city's main park. Here they can watch children perform music and songs as well as buy and sell toys and books.

### F Fiesta de Merengue

*Santa Domingo, Dominican Republic - July*

This festival takes place beneath the historic palace of the explorer Christopher Columbus. There is no better place to enjoy a wide range of musical talent from world-class superstars to local performers. So if you want to listen to music in a very special atmosphere, don't miss it!

### H Día de los Muertos

*Mexico - November*

This is the time for Mexicans to remember the dead and celebrate the cycle of life. They prepare their favourite dishes and place them on beautiful floral displays. At night in graveyards they enjoy picnics of delicious tortillas and tequila. A truly spectacular event!

### Part 3

#### Questions 11–20

Look at the sentences below about letter boxes.

Read the text below to decide if each sentence is correct or incorrect.

If it is correct, mark **A**.

If it is incorrect, mark **B**.

In the actual exam you will mark your answers **on the separate answer sheet**.

- 11 The postbox is an item commonly associated with Britain.
- 12 The postbox was invented in France.
- 13 The writer Anthony Trollope once owned a post office.
- 14 The process of sending mail became easier and more efficient after 1852.
- 15 People generally thought that the London box was more attractive than the National Standard box.
- 16 The Department of Sciences and Arts postbox had a design fault.
- 17 The first National Standard box had a very unusual design.
- 18 The original colour of the first National Standard box was red.
- 19 The postbox used in Britain today is very similar in design to the type C postbox.
- 20 English Heritage is not in favour of selling old postboxes.

### THE BRITISH POSTBOX

*The famous red pillar box we see on the streets of Britain today has a surprisingly colourful and not entirely British history.*

The introduction of the Penny Black stamp in 1840 was an important development in the postal service as we know it today. It transformed the way that letters were sent as people no longer had to have their letters weighed and stamped. They still had to go to a Post Office to send them, however, as postboxes didn't appear until twelve years later.

Today we think of red pillar boxes or postboxes as one of the symbols of the British way of life, but they originated in France. In fact, they were used there for two centuries before they appeared in Britain. Anthony Trollope, the Victorian novelist, worked for the Post Office and it was his idea that postboxes should be introduced into this country.

The first boxes appeared in 1852, but it was a few years before there was a standard design for them and there were several problems along the way. At first different districts produced their own boxes. London's first box was wide and rectangular but it had to be replaced because people thought it was ugly. Another model which had a greater appeal was designed by the Department of Sciences and Art. It had a slot on the top which meant that the mail got wet when it rained, so that also had to be replaced. The first National Standard box was introduced in 1859 and it was painted green so that it would not stand out. This was a problem, however, as people kept walking into the boxes. In 1874 it was decided that red should be the standard colour for all postboxes.

In 1879, the 'A type' standard post box was introduced. It was cylindrical and had a wide brim. In 1899 the oval 'C type' box was introduced which had slots for First and Second Class post. This design is very similar to the one we have today.

Old postboxes became valuable collectors' items and were sold off by the Royal Mail or given to retiring postmen. But recently sales have stopped, as English Heritage, an organisation which protects England's historic heritage, wants to preserve these solid red symbols of our national culture and keep them on street corners. So next time you go out to post a letter, be sure to take a good look at the postbox!

Part 4

Questions 21–25

Read the text and questions below and on the next page.  
For each question, mark the correct letter, **A**, **B**, **C** or **D**.

In the actual exam you will mark your answers **on the separate answer sheet**.

## A Day in Budapest

*Spend a day in one of Europe's finest cities ...*

Why not start the day in style by having breakfast at the *Gresham Kavehaz*? It has a beautiful interior and a lively atmosphere and it serves the finest coffee in town. The delicious filled pancakes are also worth trying.

And then you could visit Central Market Hall. This is the best place to buy paprika and the wild mushrooms are also worth a look. The market is open from 7 a.m. to 6 p.m. on weekdays but closes earlier, at 1 p.m., on Saturdays.

And when you tire of shopping and start to think about lunch, we recommend *Café Kor* which serves delicious dishes in an informal, friendly atmosphere. One of the tastiest dishes on the menu is smoked sausage served with potatoes and sour cream.

After lunch there's time for some sightseeing. You could take a trip to the Zoo and Botanical Garden and admire the architecture. Don't miss the large Elephant House which is styled as a Central Asian Mosque designed to remind the elephants of home.

When it's time for tea you should go to Budapest's most famous coffee house, *Gerbaud*. Established in 1858, it is one of the oldest coffee houses in the city. It is also one of the busiest so you may well have to wait for a table!

Fancy an evening of music and song? Then head for the Opera House where traditional classics and more modern productions are performed. Tickets start from a bargain 75p to £27 for the most expensive seats.

Close to the Opera House is the *Goa* restaurant which offers one of the widest menus in the city – from Indian to Italian. Alternatively, a longer walk away is the *Tom George*. We recommend you try their traditional Hungarian dishes such as *mangalica*, strips of pork fillet in a rich sauce served with roast potatoes and bread rolls filled with cheese.

21 What is the writer's main aim in writing the text?

- A to describe a holiday she has had
- B to suggest different places to visit on holiday
- C to complain about a holiday
- D to compare the cost of different holidays

22 What makes the Gresham Kavehaz so special in the opinion of the writer?

- A its coffee and service
- B its décor and location
- C its quiet atmosphere and food
- D its décor and coffee



6

23 How does the writer describe the Goa restaurant?

- A It is excellent value for money.
- B It is situated far from the Opera House.
- C It offers a wide choice of dishes.
- D It only serves Italian and Indonesian food.

24 What does the writer not mention in the text?

- A places to stay
- B shopping
- C eating out
- D buildings and architecture

25 Which postcard did the writer send?

A

Dear Caroline

Having a relaxing holiday. Just spending my time drinking coffee in cafés. I won't be going to go to the Opera House though - they only do classical productions. I want to see something more modern!

B

Dear Imre

Really enjoying myself here. There are some wonderful restaurants in this city. I really like Café Kor. It's rather formal and expensive but the quality of the food is amazing!

C

Dear Louis

This is a beautiful city so I've taken lots of photographs of different buildings. I think I'll go and take some more pictures at the zoo this afternoon. I've heard the elephant house is well worth visiting.

D

Dear Lilla

Having a good time here! Went to the opera last night and then on to a restaurant nearby called the Tom George. Wanted to enjoy some Hungarian food but there was only pasta on the menu!

7

Part 5

Questions 26–35

Read the text below and choose the correct word for each space.  
For each question, mark the correct letter, **A**, **B**, **C** or **D**.

In the actual exam you will mark your answers **on the separate answer sheet**.

**Two Ways to Get Fit**

The *gym ball* is the most useful piece of exercise equipment you (26) ..... buy. It is brilliant for all (27) ..... of exercises. It is also good (28) ..... for money. It is (29) ..... cheaper than most other home gym kits. Use it for sit-ups or for (30) ..... your posture. You can even strengthen your back by sitting on it (31) ..... watching TV. However, it is worth paying a personal trainer to (32) ..... you how to use it most effectively. Or why not use the *water rower* instead? This rowing machine is made (33) ..... wood and is (34) ..... beautiful. Because you pull against real water, the rowing (35) ..... is very smooth and quiet.

- |    |               |                |            |                 |
|----|---------------|----------------|------------|-----------------|
| 26 | A should      | B can          | C may      | D might         |
| 27 | A sort        | B various      | C kinds    | D type          |
| 28 | A value       | B cost         | C amount   | D price         |
| 29 | A more        | B most         | C lot      | D much          |
| 30 | A increasing  | B improving    | C getting  | D rising        |
| 31 | A while       | B during       | C until    | D as soon as    |
| 32 | A demonstrate | B exhibit      | C display  | D show          |
| 33 | A in          | B on           | C of       | D at            |
| 34 | A completely  | B surprisingly | C usually  | D unfortunately |
| 35 | A actions     | B gestures     | C movement | D activities    |

## 8

## Writing

## Part 1

## Questions 1–5

Here are some questions about a book.

For each question, complete the second sentence so that it means the same as the first.

**Use no more than three words.**

Write only the missing words.

In the actual exam you will mark your answers **on the separate answer sheet**.

- 1 This the first time I have read this book.  
I ..... this book before.
- 2 Who was the writer of the book?  
Who ..... the book?
- 3 The ending of the book was a surprise.  
The book ..... ending.
- 4 When did the author write the book?  
When was ..... ?
- 5 The book was too short.  
The book wasn't .....

## Part 2

## Question 6

An English friend of yours called Mark has asked you to go the cinema on Saturday but you have got other plans for that day.

Write an email to Mark. In your email you should:

- thank him for the invitation
- explain why you cannot go
- suggest another day to meet instead.

Write **35–45 words**.

In the actual exam you will write your answers **on the separate answer sheet**.

### Part 3

Write an answer to **one** of the questions (7 or 8) in this part.

Write your answers in about **100 words**.

In the actual exam you will write your answer **on the separate answer sheet** and put the question number in the box at the top of your answer sheet.

#### Question 7

- This is part of a letter you receive from your English penfriend.

my favourite room is the kitchen. what's your favourite room? How do you spend time there?

- Now write a letter to your penfriend telling him or her about the room you like best.
- Write your **letter** on your answer sheet.

#### Question 8

- Your English teacher has asked you to write a story.

Your story must have the following title:

***The Best Day of My Life***

- Write your **story** on your answer sheet.

## PAPER 3 Speaking

Time: 10–12 minutes per pair of candidates

### Speaking

#### Part 1 (2–3 minutes)

What is your name and how do you spell it?

Where are you from?

Do you work or are you a student?

Why are you studying English?

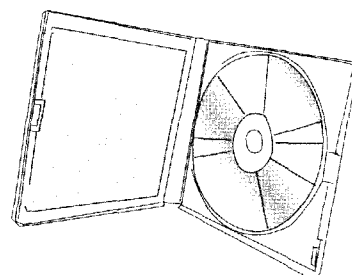
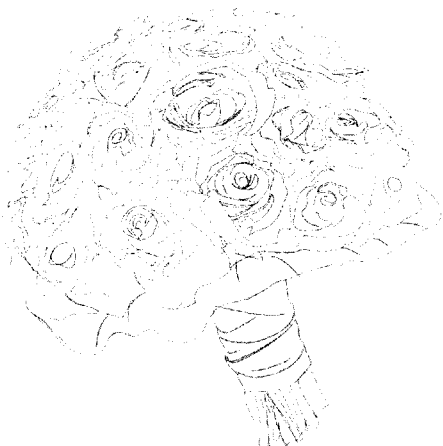
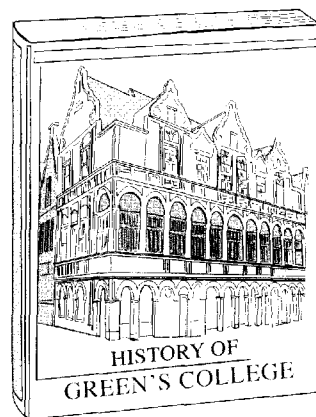
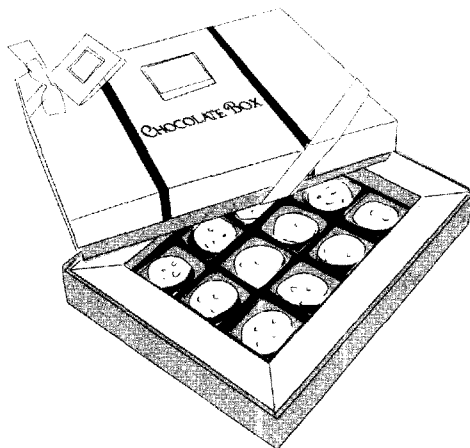
What do you like doing in summer?

What do you do in your free time?

What do you like about learning English?

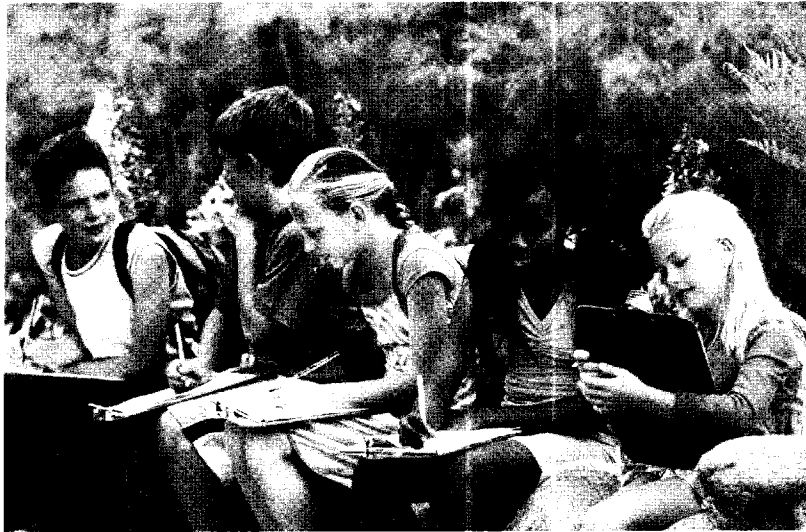
#### Part 2 (2–3 minutes)

Your teacher is leaving your college to move to another town and you want to buy her a present. Talk together about the things you could buy and then decide what to buy her.

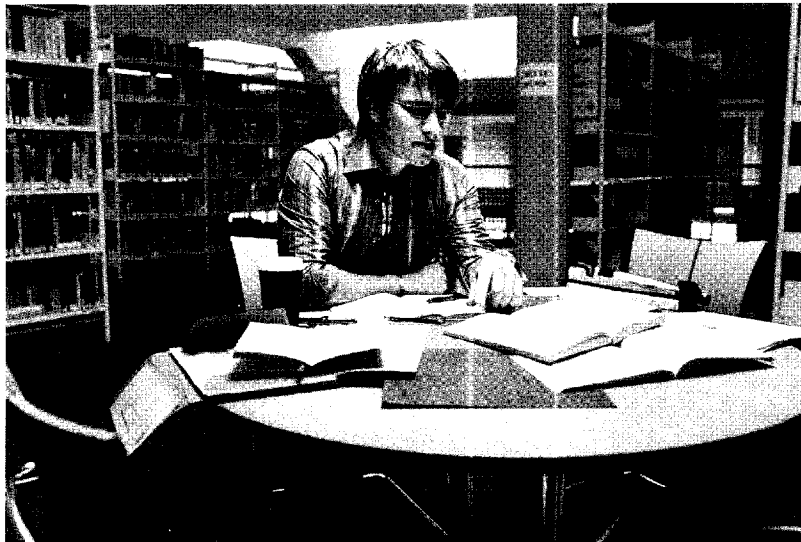


**Part 3** (1 minute each)

The photograph below shows people studying. Show the photograph to your partner and talk about it.



The photograph below shows a person studying. Show the photograph to your partner and talk about it.

**Part 4** (3 minutes)

Your photographs showed people studying. I'd like you to talk about where you like to study and what time of day you like to study.

## Answer Key

### Paper 1 Reading and Writing

#### Part 1

1 A 2 C 3 B 4 C 5 A

#### Part 2

6 D 7 C 8 H 9 G 10 A

#### Part 3

11 A 12 A 13 B 14 A 15 B 16 A 17 B 18 B 19 A 20 A

#### Part 4

21 B 22 D 23 C 24 A 25 C

#### Part 5

26 B 27 C 28 A 29 D 30 B 31 A 32 D 33 C 34 B 35 C

### Writing

#### Part 1

1 have never read

2 wrote

3 had a surprising

4 the book written

5 long enough